

# Grade 3

# ELA

# Item Specifications

Version 3 - updated 1/2020



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## Introduction

In 2014 Missouri legislators passed House Bill 1490, mandating the development of the Missouri Learning Expectations. In April of 2016, these Missouri Learning Expectations were adopted by the State Board of Education. Groups of Missouri educators from across the state collaborated to create the documents necessary to support the implementation of these expectations.

One of the documents developed is the item specification document, which includes all Missouri grade level/course expectations arranged by domains/strands. It defines what could be measured on a variety of assessments. The document serves as the foundation of the assessment development process.

Although teachers may use this document to provide clarity to the expectations, these specifications are intended for summative, benchmark, and large-scale assessment purposes.

Components of the item specifications include:

**Expectation Unwrapped** breaks down a list of clearly delineated content and skills the students are expected to know and be able to do upon mastery of the Expectation.

**Depth of Knowledge (DOK) Ceiling** indicates the highest level of cognitive complexity that would typically be assessed on a large-scale assessment. The DOK ceiling is not intended to limit the complexity one might reach in classroom instruction.

**Item Format** indicates the types of items used in large-scale assessment. For each expectation, the item format specifies the type best suited for that particular expectation.

For more information, see the Missouri Assessment Program Examiner's Manual for English Language Arts

<https://dese.mo.gov/sites/default/files/asmt-gl-g8-em-1920.pdf>

Possible Item Format in ELA	Definition
Technology Enhanced - Drag and Drop	Click and drag an object to the appropriate location in the response area.
Technology Enhanced - Drop-down Menu	Select an answer from a drop-down menu.
Evidence-Based Selected-Response (EBSR), multi-part items	This item type has two parts. Each part may consist of one of three item types: Multiple Choice, Multi-select, and Hot Text. See those item types for descriptions of how to respond.
Technology Enhanced - Hot Spot/Text Highlight	Highlight an option by selecting it. Select one or more options.
Multiple Choice	Select the radio button corresponding to one of four options. Select only one option.
Multiple Select	Mark a radio button corresponding to an option. Mark more than one option. Item will provide number to select.
Writing Prompt	Respond via keyboard entry using text-formatting buttons.

**Text Types** suggests a broad list of text types for both literary and informational expectations. This list is not intended to be all inclusive: other text types may be used in the classroom setting. The expectations were written in grade level bands; for this reason, the progression of the expectations relies upon increasing levels of quantitative and qualitative text complexities.

**Content Limits/Assessment Boundaries** are parameters that item writers should consider when developing a large scale assessment. For example, some expectations should not be assessed on a large scale assessment but are better suited for local assessment.

**Sample stems** are examples that address the specific elements of each expectation and address varying DOK levels. The sample stems provided in this document are in no way intended to limit the depth and breadth of possible item stems. The expectation should be assessed in a variety of ways.

## Grade 3 English Language Arts

Reading		3.R.1.A.a
<b>1 A MLS a</b>	<p><b>Develop and apply skills to the reading process.</b></p> <p><b>Comprehension</b></p> <p>Develop and demonstrate reading skills in response to text by:</p> <p>explaining how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will explain how the illustrations contribute to the words in a story/text.</p>		<p><b><u>DOK Ceiling</u></b></p> <p>3</p>
		<p><b><u>Item Format</u></b></p> <p>Selected Response Technology Enhanced</p> <p><i>See Item Format in Introduction for item choices.</i></p>
		<p><b><u>Text Types</u></b></p> <p>Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p> <p>Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative</p>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <p>The illustration needs to clearly contribute to the words in the story.</p>		<p><b><u>Sample Stems</u></b></p> <p>Based on the illustration, write a detail about the purpose of _____ and what _____ means.</p> <p>Look at the illustration. How does the illustration add meaning to the passage?</p>

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Reading		3.R.1.A.b
<b>1 A MLS b</b>	<b>Develop and apply skills to the reading process.</b> <b>Comprehension</b> Develop and demonstrate reading skills in response to text by: drawing conclusions and support with textual evidence	
<b><u>Expectation Unwrapped</u></b>  The student will draw conclusions and support the conclusions with textual evidence.		<b><u>DOK Ceiling</u></b> 3
		<b><u>Item Format</u></b> Selected Response Technology Enhanced  <i>See Item Format in Introduction for item choices.</i>
		<b><u>Text Types</u></b> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative
<b><u>Content Limits/Assessment Boundaries</u></b>  The text provides ample evidence for drawing conclusions.		<b><u>Sample Stems</u></b>  Look at the passage and the underlined text. The passage states _____. Which two underlined sentences support this idea?  What text evidence supportsthe idea?

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Reading		3.R.1.A.c
<b>1 A MLS C</b>	<p><b>Develop and apply skills to the reading process.</b></p> <p><b>Comprehension</b></p> <p>Develop and demonstrate reading skills in response to text by:</p> <p>summarizing a story's beginning, middle, and end and determining its central message, lesson, or moral</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will summarize a story's/text's beginning, middle, and end.</p> <p>The student will determine a story's/text's central message, lesson, or moral.</p>		<p><b><u>DOK Ceiling</u></b></p> <p>3</p>
		<p><b><u>Item Format</u></b></p> <p>Selected Response Technology Enhanced</p> <p><i>See Item Format in Introduction for item choices.</i></p>
		<p><b><u>Text Types</u></b></p> <p>Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p> <p>Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative</p>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <p>The story/text must have a well-developed beginning, middle, and end.</p> <p>The story/text must have a discernible central message, lesson, or moral.</p>		<p><b><u>Sample Stems</u></b></p> <p>After reading the passage, what is the central message of _____?</p> <p>After reading the passage_____, choose the paragraph that correctly summarizes the beginning/middle/end of the passage.</p>



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Reading		3.R.1.A.d
<b>1 A MLS d</b>	<b>Develop and apply skills to the reading process.</b> <b>Comprehension</b> Develop and demonstrate reading skills in response to text by: monitoring comprehension and making corrections and adjustments when understanding breaks down	
<u><b>Expectation Unwrapped</b></u>  The student will monitor comprehension of text.  The student will make corrections when understanding of text breaks down.  The student will make adjustments when understanding of text breaks down.		<u><b>DOK Ceiling</b></u> 2
		<u><b>Item Format</b></u> Performance Event  <i>See Item Format in Introduction for item choices.</i>
		<u><b>Text Types</b></u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction  Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative
<u><b>Content Limits/Assessment Boundaries</b></u>  Locally assessed		<u><b>Sample Stems</b></u>

## Grade 3 English Language Arts

Reading		3.R.1.B.a
<b>1 B MLS a</b>	<b>Develop and apply skills to the reading process.</b> <b>Vocabulary</b> Develop an understanding of vocabulary by: decoding and identifying the meaning of common prefixes and suffixes and knowing how they change the meaning of root words	
<b><u>Expectation Unwrapped</u></b>  The student will decode common prefixes and suffixes in text.  The student will identify the meaning of common prefixes and suffixes in text.  The student will know (explain) how prefixes and suffixes change the meaning of root words in text.		<b><u>DOK Ceiling</u></b> 2
		<b><u>Item Format</u></b> Selected Response Technology Enhanced  <i>See Item Format in Introduction for item choices.</i>
		<b><u>Text Types</u></b> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction  Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative
<b><u>Content Limits/Assessment Boundaries</u></b>  Use common prefixes appropriate for grade 3 (e.g., <i>in-</i> , <i>dis-</i> , <i>bi-</i> ) and suffixes appropriate for grade 3 (e.g. <i>-full</i> , <i>-ed</i> , <i>-less</i> ).		<b><u>Sample Stems</u></b>  Read the sentence/passage below and determine the meaning of the prefix/suffix <i>-less</i> in the word.  Please pay attention so you don't make a care <u>less</u> mistake.

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Reading		3.R.1.B.b
<b>1 B MLS b</b>	<p><b>Develop and apply skills to the reading process.</b></p> <p><b>Vocabulary</b></p> <p>Develop an understanding of vocabulary by:</p> <p>using sentence-level context to determine the relevant meaning of unfamiliar words or distinguish among multiple-meaning words</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will use sentence-level context to determine meaning of unfamiliar words in text.</p> <p>The student will use sentence-level context to distinguish among multiple-meaning words in text.</p>		<p><b><u>DOK Ceiling</u></b></p> <p>2</p>
		<p><b><u>Item Format</u></b></p> <p>Selected Response Technology Enhanced</p> <p><i>See Item Format in Introduction for item choices.</i></p>
		<p><b><u>Text Types</u></b></p> <p>Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p> <p>Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative</p>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <p>The sentence within the stimulus must contain enough context to determine meaning.</p>		<p><b><u>Sample Stems</u></b></p> <p>Read the text to determine the meaning of the underlined word.</p> <p>After reading the text, choose the BEST meaning for the underlined word.</p> <p>In the passage it states (include bolded word). Highlight the sentence in the passage that indicates the meaning of the bolded word.</p>

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Reading		3.R.1.B.c
<b>1</b> <b>B</b> <b>MLS</b> <b>C</b>	<b>Develop and apply skills to the reading process.</b> <b>Vocabulary</b> Develop an understanding of vocabulary by: using homographs and homophones	
<u><b>Expectation Unwrapped</b></u>  The student will use homographs to develop understanding of vocabulary.  The student will use homophones to develop understanding of vocabulary.		<u><b>DOK Ceiling</b></u> 2
		<u><b>Item Format</b></u> Selected Response  <i>See Item Format in Introduction for item choices.</i>
		<u><b>Text Types</b></u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction  Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative
<u><b>Content Limits/Assessment Boundaries</b></u>  Locally assessed		<u><b>Sample Stems</b></u>  (Include dictionary entry/pronunciation of words.)  Read the sentence below. Choose the correct word to complete the sentence. Sara tried <u>evening</u> the surface to make sure her castle would not fall over.

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Reading		3.R.1.B.d
<b>1 B MLS d</b>	<b>Develop and apply skills to the reading process.</b> <b>Vocabulary</b> Develop an understanding of vocabulary by: distinguishing the literal and non-literal meanings of words and phrases in context	
<b><u>Expectation Unwrapped</u></b>  The student will distinguish the literal and non-literal meanings of words in context.  The student will distinguish the literal and non-literal meanings of phrases in context.		<b><u>DOK Ceiling</u></b> 2
		<b><u>Item Format</u></b> Selected Response Technology Enhanced  <i>See Item Format in Introduction for item choices.</i>
		<b><u>Text Types</u></b> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction  Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b> The author says, "Mara wiped the glistening drop from her eye, slowly turned away with her head down, and walked away." After reading the sentence above, choose the sentence that describes Mara.

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Reading		3.R.1.B.e
<b>1 B MLS e</b>	<b>Develop and apply skills to the reading process.</b> <b>Vocabulary</b> Develop an understanding of vocabulary by: determining the meaning of the new word formed when a known affix is added to a known base word	
<b><u>Expectation Unwrapped</u></b>  The student will determine the meaning of a new word formed when an affix (prefix/suffix) is added to a base word in text.		<b><u>DOK Ceiling</u></b> 2
		<b><u>Item Format</u></b> Selected Response Technology Enhanced  <i>See Item Format in Introduction for item choices.</i>
		<b><u>Text Types</u></b> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative
<b><u>Content Limits/Assessment Boundaries</u></b>  Refer to standard 3.R.1.B.a.		<b><u>Sample Stems</u></b>  Read the sentence/passage below and determine the new meaning of the word.  Honest: Mary was <i>dishonest</i> when she told her mom she did her homework before calling friends.

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Reading		3.R.1.B.f
<b>1 B MLS f</b>	<b>Develop and apply skills to the reading process.</b> <b>Vocabulary</b> Develop an understanding of vocabulary by: using a dictionary or a glossary to determine the meanings, syllabication, and pronunciation of unknown words	
<b><u>Expectation Unwrapped</u></b>  The student will use a dictionary or glossary to determine the meaning of unknown words in text.  The student will use a dictionary or glossary to determine syllabication of unknown words in text.  The student will use a dictionary or glossary to determine the pronunciation of unknown words in text.		<b><u>DOK Ceiling</u></b> 2
		<b><u>Item Format</u></b> Selected Response Technology Enhanced <i>See Item Format in Introduction for item choices.</i>
		<b><u>Text Types</u></b> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction  Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b> Look at the dictionary entry and choose the correct meaning for the underlined word:  On her way home, Lisa put her foot on the <u>pedal</u> and began to ride quickly down the road.  <b>ped•al</b> (ped' l) noun [from Latin <i>pedis</i> , "foot"] <b>1.</b> a foot device for powering a bicycle or other machine <b>2.</b> a foot-operated device of a musical instrument

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Reading		3.R.1.B.g
<b>1 B MLS g</b>	<p><b>Develop and apply skills to the reading process.</b></p> <p><b>Vocabulary</b></p> <p>Develop an understanding of vocabulary by:</p> <p>discussing analogies</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will discuss analogies to develop understanding of vocabulary in text.</p>		<p><b><u>DOK Ceiling</u></b></p> <p>2</p>
		<p><b><u>Item Format</u></b></p> <p><i>See Item Format in Introduction for item choices.</i></p>
		<p><b><u>Text Types</u></b></p> <p>Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p> <p>Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative</p>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <p>Locally assessed</p>		<p><b><u>Sample Stems</u></b></p>



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Reading		3.R.1.B.h
<b>1 B MLS h</b>	<b>Develop and apply skills to the reading process.</b> <b>Vocabulary</b> Develop an understanding of vocabulary by: determining the meaning of the author’s use of similes and metaphors to produce imagery	
<b><u>Expectation Unwrapped</u></b>  The student will determine the meaning of the author’s use of similes in text to produce imagery.  The student will determine the meaning of the author’s use of metaphors in text to produce imagery.		<b><u>DOK Ceiling</u></b> 2
		<b><u>Item Format</u></b> Selected Response Technology Enhanced  <i>See Item Format in Introduction for item choices.</i>
		<b><u>Text Types</u></b> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction  Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>  In the passage, the author says the character “is as tall as a giraffe.” Choose the answer that explains what the author meant.  What is the meaning of the phrase (quote that includes simile/metaphor)?

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Reading		3.R.1.B.i
<b>1 B MLS i</b>	<b>Develop and apply skills to the reading process.</b> <b>Vocabulary</b> Develop an understanding of vocabulary by: using conversational, general academic, and domain-specific words and phrases	
<b><u>Expectation Unwrapped</u></b>  The student will use conversational words and phrases to develop reading skills.  The student will use general academic words and phrases to develop reading skills.  The student will use domain-specific words and phrases to develop reading skills.		<b><u>DOK Ceiling</u></b> 2
		<b><u>Item Format</u></b> Selected Response Technology Enhanced  <i>See Item Format in Introduction for item choices.</i>
		<b><u>Text Types</u></b> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction  Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative
<b><u>Content Limits/Assessment Boundaries</u></b>  Use context when instructing and assessing this standard.		<b><u>Sample Stems</u></b>  Choose the word that completes the sentence/paragraph.  After reading the sentence/paragraph, which word matches the description of the text?

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Reading		3.R.1.C.a
<b>1</b> <b>C</b> <b>MLS</b> <b>a</b>	<p><b>Develop and apply skills to the reading process.</b></p> <p><b>Making Connections</b></p> <p>Explain relevant connections between:</p> <p>text-to-text (ideas and information in various fiction and nonfiction works, using compare and contrast)</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will compare relevant text-to-text connections <b>among various works</b> of fiction and nonfiction.</p> <p>The student will contrast relevant text-to-text connections among various works of fiction and nonfiction.</p> <p><i>The student will explain relevant connections <b>within and across</b> various genres of fiction and nonfiction - (see text types)</i></p>		<p><b><u>DOK Ceiling</u></b></p> <p>3</p>
		<p><b><u>Item Format</u></b></p> <p>Selected Response Constructed Response Technology Enhanced</p> <p><i>See Item Format in Introduction for item choices.</i></p>
		<p><b><u>Text Types</u></b></p> <p>Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p> <p>Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative</p>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <p>Compare and contrast <i>should be within and across</i> fiction and nonfiction, fiction and fiction, or nonfiction and nonfiction. <i>This standard should be assessed at all levels of DOK 1-3.</i></p> <p>Students may be asked to compare or contrast but not both.</p>		<p><b><u>Sample Stems</u></b></p> <p>After reading _____ and _____, compare <i>(story elements, character actions, etc.)</i> of the two passages.</p> <p>After reading _____ and _____, how are the two passages <i>(see above)</i> similar/different?</p>

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Reading		3.R.1.C.b
<b>1 C MLS b</b>	<p><b>Develop and apply skills to the reading process.</b></p> <p><b>Making Connections</b></p> <p>Explain relevant connections between:</p> <p>Text-to-world (text ideas regarding experiences in the world)</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will make text-to-world connections, explaining relevant ideas regarding experiences in the world.</p>		<p><b><u>DOK Ceiling</u></b></p> <p>2</p>
		<p><b><u>Item Format</u></b></p> <p>Selected Response Technology Enhanced Constructed Response <i>See Item Format in Introduction for item choices.</i></p>
		<p><b><u>Text Types</u></b></p> <p>Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p> <p>Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative</p>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p>		<p><b><u>Sample Stems</u></b></p> <p>Compare and contrast how _____ does _____ and the way _____ does _____ in _____ (insert city, state, country, world, etc.).</p> <p>Example: Compare/Contrast how Joey makes pastries with the way Chef Tsai does in Thailand. (This example may use text for Joey's example and a video for Chef Tsai.)</p>

## Grade 3 English Language Arts

Reading		3.R.1.D.a
<b>1 D MLS a</b>	<p><b>Develop and apply skills to the reading process.</b></p> <p><b>Independent Text</b></p> <p>Read independently for multiple purposes over sustained periods of time by: reading text that is developmentally appropriate</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will independently read developmentally appropriate text for multiple purposes over a sustained period of time.</p>		<p><b><u>DOK Ceiling</u></b></p> <p>1</p>
		<p><b><u>Item Format</u></b></p> <p>Selected Response Constructed Response</p> <p><i>See Item Format in Introduction for item choices.</i></p>
		<p><b><u>Text Types</u></b></p> <p>Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p> <p>Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative</p>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <p>Locally assessed</p>		<p><b><u>Sample Stems</u></b></p>

## Grade 3 English Language Arts

Reading		3.R.1.D.b
<b>1 D MLS b</b>	<b>Develop and apply skills to the reading process.</b> <b>Independent Text</b> Read independently for multiple purposes over sustained periods of time by: producing evidence of reading	
<u><b>Expectation Unwrapped</b></u>  The student will produce evidence of reading independently for multiple purposes over sustained periods.		<u><b>DOK Ceiling</b></u> 1
		<u><b>Item Format</b></u> Selected Response Constructed Response <i>See Item Format in Introduction for item choices.</i>
		<u><b>Text Types</b></u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative
<u><b>Content Limits/Assessment Boundaries</b></u>  Locally assessed		<u><b>Sample Stems</b></u>

## Grade 3 English Language Arts

Reading		3.R.2.A.a
2	Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.	
A	Fiction	
MLS	Read, infer, analyze, and draw conclusions to:	
a	summarize and sequence the events/plot and explain how past events impact future events	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
The student will summarize text by inferring, drawing conclusions, and analyzing fiction, poetry, and drama from a variety of cultures and times.		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced  <i>See Item Format in Introduction for item choices.</i>
The student will sequence the events/plot in text by inferring, drawing conclusions, and analyzing fiction, poetry, and drama from a variety of cultures and times.		
The student will explain how past events impact future events by inferring, drawing conclusions, and analyzing fiction, poetry, and drama from a variety of cultures and times.		<u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>  In the passage, it states_____. Why did _____? (Example: In the passage, it states “Sammy put her head down and then ran after them.” Why did Sammy put her head down?)  How did_____ in the passage impact the character’s decision to _____?  Summarize the sequence of events and how _____impacted/changed future events of the passage/story.

## Grade 3 English Language Arts

Reading		3.R.2.A.b
<b>2</b> <b>A</b> <b>MLS</b> <b>b</b>	<b>Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.</b> <b>Fiction</b> Read, infer, analyze, and draw conclusions to: describe the personality traits of characters from their thoughts, words, and actions	
<u><b>Expectation Unwrapped</b></u>  The student will describe the personality traits of characters from their thoughts by inferring, drawing conclusions, and analyzing fiction, poetry, and drama from a variety of cultures and times.  The student will describe the personality traits of characters from their words by inferring, drawing conclusions, and analyzing fiction, poetry, and drama from a variety of cultures and times.  The student will describe the personality traits of characters from their actions by inferring, drawing conclusions, and analyzing fiction, poetry, and drama from a variety of cultures and times.		<u><b>DOK Ceiling</b></u> 3
		<u><b>Item Format</b></u> Selected Response Technology Enhanced  <i>See Item Format in Introduction for item choices.</i>
		<u><b>Text Types</b></u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction
<u><b>Content Limits/Assessment Boundaries</b></u>		<u><b>Sample Stems</b></u>  Read the short passage below. Then describe the personality trait of each character. Max showed up late to dinner. He had stains all over his shirt, put his feet up on the table, and began making loud noises. No one could believe how Max behaved.



## Grade 3 English Language Arts

Reading		3.R.2.A.c
2	Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.	
A	Fiction	
MLS	Read, infer, analyze, and draw conclusions to:	
C	describe the interaction of characters, including relationships and how they change	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
The student will describe the interaction of characters by inferring, drawing conclusions, and analyzing fiction, poetry, and drama from a variety of cultures and times.		<u>Item Format</u> Selected Response Technology Enhanced  <i>See Item Format in Introduction for item choices.</i>
The student will describe the interaction of characters’ relationships by inferring, drawing conclusions, and analyzing fiction, poetry, and drama from a variety of cultures and times.		
The student will describe how the relationship of characters’ changes by inferring, drawing conclusions, and analyzing fiction, poetry, and drama from a variety of cultures and times.		
		<u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>  In the passage, the (character) states _____. What can we learn about (character) from this statement?  In the passage, (character) and (character) misunderstood one another. What event(s) changed the way they feel about each other?

## Grade 3 English Language Arts

Reading		3.R.2.A.d
<b>2</b> <b>A</b> <b>MLS</b> <b>d</b>	<p><b>Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.</b></p> <p><b>Fiction</b></p> <p>Read, infer, analyze, and draw conclusions to:</p> <p>paraphrase the big idea/themes and supporting details of texts</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will paraphrase (identify) the themes of texts by inferring, drawing conclusions, and analyzing fiction, poetry, and drama from a variety of cultures and times.</p> <p>The student will paraphrase (identify) the themes with supporting details by inferring, drawing conclusions, and analyzing fiction, poetry, and drama from a variety of cultures and times.</p>		<p><b><u>DOK Ceiling</u></b></p> <p>2</p>
		<p><b><u>Item Format</u></b></p> <p>Selected Response Technology Enhanced</p> <p><i>See Item Format in Introduction for item choices.</i></p>
		<p><b><u>Text Types</u></b></p> <p>Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <p>The intent of the word <i>paraphrase</i> in this expectation implies “identify.” For item writing, use the term <i>identify</i> instead of <i>paraphrase</i>. In this expectation, <i>big idea</i> means “theme.” For item writing, use the term <i>theme</i>. Instructional Implications: Look to grade 4 standard for implications of 3.2.A.d.</p>		<p><b><u>Sample Stems</u></b></p> <p>Identify the theme in the passage. Choose two details that support the idea of the theme.</p> <p>Paraphrase the details in the text that support the theme.</p>

## Grade 3 English Language Arts

Reading		3.R.2.A.e
2  A MLS  e	Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.	
	Fiction	
	Read, infer, analyze, and draw conclusions to:	
	compare and contrast key elements in <i>various types of fiction</i>	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
The student will compare key elements in <i>various types of fiction</i> from a variety of cultures and times by inferring, drawing conclusions, and analyzing.  The student will contrast key elements in <i>various types of fiction</i> from a variety of cultures and times by inferring, drawing conclusions, and analyzing.  <i>The student will explain relevant connections within and across various text types.</i>		<u>Item Format</u> Selected Response Technology Enhanced  <i>See Item Format in Introduction for item choices.</i>
		<u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
For assessment purposes, it could be compare, contrast, or compare and contrast. Key elements include: character, plot, theme, point of view, setting, conflict <i>Students should also compare/contrast <b>structure and genre</b> in various types of fiction across cultures/times.</i>		The passages __ and __ have very different settings. How do the different settings in the passage change the idea/meaning?

## Grade 3 English Language Arts

Reading		3.R.2.A.f
<b>2</b> <b>A</b> <b>MLS</b> <b>f</b>	<p><b>Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.</b></p> <p><b>Fiction</b></p> <p>Read, infer, analyze, and draw conclusions to: explain cause-and-effect relationships</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will explain cause-and-effect relationships by inferring, drawing conclusions, and analyzing fiction, poetry, and drama from a variety of cultures and times.</p>		<p><b><u>DOK Ceiling</u></b></p> <p>3</p>
		<p><b><u>Item Format</u></b></p> <p>Selected Response Constructed Response Technology Enhanced</p> <p><i>See Item Format in Introduction for item choices.</i></p>
		<p><b><u>Text Types</u></b></p> <p>Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p>		<p><b><u>Sample Stems</u></b></p> <p>How does _____ effect _____ in the passage/story? What are the causes of _____ in the passage/story? What impact might _____ have on _____?</p>

## Grade 3 English Language Arts

Reading		3.R.2.A.g
<b>2</b>	<b>Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.</b>	
<b>A</b>	<b>Fiction</b>	
<b>MLS</b>	Read, infer, analyze, and draw conclusions to:	
<b>g</b>	distinguish their own point of view from that of the narrator or those of the characters	
<p style="text-align: center;"><b><u>Expectation Unwrapped</u></b></p> <p>The student will distinguish (compare and/or contrast) his or her own point of view (perspective) from that of the narrator by inferring, drawing conclusions, and analyzing fiction, poetry, and drama from a variety of cultures and times.</p> <p>The student will distinguish (compare and/or contrast) his or her own point of view (perspective) from those of the characters by inferring, drawing conclusions, and analyzing fiction, poetry, and drama from a variety of cultures and times.</p>		<b><u>DOK Ceiling</u></b> 3
		<p style="text-align: center;"><b><u>Item Format</u></b></p> <p>Constructed Response</p> <p><i>See Item Format in Introduction for item choices.</i></p>
		<p style="text-align: center;"><b><u>Text Types</u></b></p> <p>Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p>
<p style="text-align: center;"><b><u>Content Limits/Assessment Boundaries</u></b></p> <p>For assessment purposes, use <i>compare</i> and/or <i>contrast</i> for <i>distinguish</i>. In this expectation, <i>point of view</i> means “perspective”.</p>		<p style="text-align: center;"><b><u>Sample Stems</u></b></p> <p>In the passage, the narrator’s point of view (perspective) is _____. How is that the same/different from your point of view (perspective)?</p> <p>In the passage, if the narrator ___, how might that change your point of view (perspective)?</p>

## Grade 3 English Language Arts

Reading		3.R.2.B.a
<b>2</b> <b>B</b> <b>MLS</b> <b>a</b>	<p><b>Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.</b></p> <p><b>Poetry</b></p> <p>Read, infer, and draw conclusions to:</p> <p>use examples of alliteration</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will identify examples of alliteration in poetry from a variety of cultures and times.</p>		<p><b><u>DOK Ceiling</u></b></p> <p>1</p>
		<p><b><u>Item Format</u></b></p> <p>Selected Response Technology Enhanced</p> <p><i>See Item Format in Introduction for item choices.</i></p>
		<p><b><u>Text Types</u></b></p> <p>Literary: poetry</p>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <p>The term <i>use</i> in the expectation is interpreted to mean “identify.”</p>		<p><b><u>Sample Stems</u></b></p> <p>In the poem, the author uses alliteration. Highlight the line in the poem that uses alliteration.</p> <p>Choose the line from the poem in which the author uses alliteration.</p>

## Grade 3 English Language Arts

Reading		3.R.2.B.b
<b>2</b> <b>B</b> <b>MLS</b> <b>b</b>	<p><b>Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.</b></p> <p><b>Poetry</b></p> <p>Read, infer, and draw conclusions to:</p> <p>identify basic forms of poetry</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will identify basic forms of poetry from a variety of cultures and times.</p>		<p><b><u>DOK Ceiling</u></b></p> <p>2</p>
		<p><b><u>Item Format</u></b></p> <p>Selected Response Technology Enhanced</p> <p><i>See Item Format in Introduction for item choices.</i></p>
		<p><b><u>Text Types</u></b></p> <p>Literary: poetry</p>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <p>Forms of poetry: humorous, lyrical, free verse, narrative</p>		<p><b><u>Sample Stems</u></b></p> <p>Read the poem “Jimmy Goes to the City” by Arthur Reed. Choose the form of poetry the author used.</p>

## Grade 3 English Language Arts

Reading		3.R.2.C.a
2  C MLS  a	Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.	
	Drama	
	Read, infer, and draw conclusions to:	
	explain the elements of plot, setting, and character as presented through dialogue in scripts that are read or viewed	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 2
The student will infer and draw conclusions to explain the elements of plot in drama from a variety of cultures and times through dialogue in scripts.  The student will infer and draw conclusions to explain the setting in drama from a variety of cultures and times through dialogue in scripts.  The student will infer and draw conclusions to explain the characters in drama from a variety of cultures and times through dialogue in scripts.		<u>Item Format</u>  Selected Response Technology Enhanced  <i>See Item Format in Introduction for item choices.</i>
		<u>Text Types</u>  Literary: drama
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Elements of plot: introduction, setting, character, action, conflict, climax		Which sentence from the passage best explains the character trait of _____?  In the passage/drama/poem, (the character) says _____. How do (the character’s) words explain the action/climax/setting?



## Grade 3 English Language Arts

Reading		3.R.2.C.b
<b>2</b> <b>C</b> <b>MLS</b> <b>b</b>	<p><b>Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.</b></p> <p><b>Drama</b></p> <p>Read, infer, and draw conclusions to:</p> <p>identify language that creates a graphic visual experience and appeals to the senses</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will infer and draw conclusions to identify language that creates a graphic visual experience in drama from a variety of cultures and times.</p> <p>The student will infer and draw conclusions to identify language that appeals to the senses in drama from a variety of cultures and times.</p>		<p><b><u>DOK Ceiling</u></b></p> <p>2</p>
		<p><b><u>Item Format</u></b></p> <p>Selected Response Technology Enhanced</p> <p><i>See Item Format in Introduction for item choices.</i></p>
		<p><b><u>Text Types</u></b></p> <p>Literary: drama</p>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p>		<p><b><u>Sample Stems</u></b></p> <p>Read the passage below and then highlight the text that helps create a visual image.</p> <p>Describe the visual image.</p> <p>Identify the language the author uses that appeals to the senses.</p>

## Grade 3 English Language Arts

Reading		3.R.3.A.a
<b>3</b>	<b>Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.</b>	
<b>A</b>	<b>Text Features</b>	
<b>MLS</b>	Read, infer, and draw conclusions to:	
<b>a</b>	explain the author's purpose	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 3
The student will infer and draw conclusions to explain the author's purpose in nonfiction from a variety of cultures and times.		<b><u>Item Format</u></b> Selected Response Constructed Response Technology Enhanced  <i>See Item Format in Introduction for item choices.</i>
		<b><u>Text Types</u></b> Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Note: The above unwrapping denotes standard 3.R.3.A.a; however, it is noted that this standard is typically measured in text structure instead of text feature.		After reading _____, what is the author's purpose?  In the passage, the author _____. What was the author's purpose for including the dialogue/information?

## Grade 3 English Language Arts

Reading		3.R.3.A.b
<b>3</b> <b>A</b> <b>MLS</b> <b>b</b>	<p><b>Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.</b></p> <p><b>Text Features</b></p> <p>Read, infer, and draw conclusions to:</p> <p>identify the details or facts that support the main idea</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will infer and draw conclusions to identify the main idea in nonfiction from a variety of cultures and times.</p> <p>The student will infer and draw conclusions to identify the details or facts that support the main idea in nonfiction from a variety of cultures and times.</p>		<p><b><u>DOK Ceiling</u></b></p> <p>2</p>
		<p><b><u>Item Format</u></b></p> <p>Selected Response Technology Enhanced</p> <p><i>See Item Format in Introduction for item choices.</i></p>
		<p><b><u>Text Types</u></b></p> <p>Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative</p>
<b><u>Content Limits/Assessment Boundaries</u></b>		<p><b><u>Sample Stems</u></b></p> <p>In the passage _____, the author states “_____.” Which text evidence supports this idea?</p> <p>What is the main idea of ____? (Part A) Which details support your answer to Part A? (Part B)</p>

## Grade 3 English Language Arts

Reading		3.R.3.A.c
<b>3</b>	<b>Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.</b>	
<b>A</b>	<b>Text Features</b>	
<b>MLS</b>	Read, infer, and draw conclusions to:	
<b>C</b>	use text and graphic features to locate information and to make and verify predictions	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 3
The student will use text features to locate information by inferring and drawing conclusions in nonfiction from a variety of cultures and times.  The student will use graphic features to locate information by inferring and drawing conclusions in nonfiction from a variety of cultures and times.  The student will use text and graphic features to make predictions by inferring and drawing conclusions in nonfiction from a variety of cultures and times.  The student will use text and graphic features to verify predictions by inferring and drawing conclusions in nonfiction from a variety of cultures and times.		<b><u>Item Format</u></b> Selected Response Technology Enhanced  <i>See Item Format in Introduction for item choices.</i>
		<b><u>Text Types</u></b> Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
Text features: e.g., bold print, captions, key words, italics Graphic features: e.g., charts, graphs, maps		Under which subheading/heading would you find information about _____?  Look at the chart below. What conclusion can be made about ____?

## Grade 3 English Language Arts

Reading		3.R.3.A.d
<b>3</b> <b>A</b> <b>MLS</b> <b>d</b>	<p><b>Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.</b></p> <p><b>Text Features</b></p> <p>Read, infer, and draw conclusions to:</p> <p>follow and explain a set of written multi-step directions</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will infer and draw conclusions to follow a set of written multi-step directions in nonfiction from a variety of cultures and times.</p> <p>The student will infer and draw conclusions to explain a set of written multi-step directions in nonfiction from a variety of cultures and times.</p>		<p><b><u>DOK Ceiling</u></b></p> <p>3</p>
		<p><b><u>Item Format</u></b></p> <p>Selected Response Technology Enhanced</p> <p><i>See Item Format in Introduction for item choices.</i></p>
		<p><b><u>Text Types</u></b></p> <p>Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative</p>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <p>Multi-step directions must be grade appropriate in number.</p>		<p><b><u>Sample Stems</u></b></p> <p>In the directions of <u>(title of passage)</u>, the author states_____. After which step of the directions would you ___?</p>

## Grade 3 English Language Arts

Reading		3.R.3.A.e
<b>3</b> <b>A</b> <b>MLS</b> <b>e</b>	<p><b>Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.</b></p> <p><b>Text Features</b></p> <p>Read, infer, and draw conclusions to:</p> <p>describe the relationship between events, ideas, concepts, or steps</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will infer and draw conclusions to describe the relationship between events in nonfiction from a variety of cultures and times.</p> <p>The student will infer and draw conclusions to describe the relationship between ideas in nonfiction from a variety of cultures and times.</p> <p>The student will infer and draw conclusions to describe the relationship between concepts in nonfiction from a variety of cultures and times.</p> <p>The student will infer and draw conclusions to describe the relationship between steps in nonfiction from a variety of cultures and times.</p>		<p><b><u>DOK Ceiling</u></b></p> <p>3</p>
		<p><b><u>Item Format</u></b></p> <p>Selected Response Technology Enhanced</p> <p><i>See Item Format in Introduction for item choices.</i></p>
		<p><b><u>Text Types</u></b></p> <p>Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative</p>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <p>Items should be written to test each relationship separately. No item should be written to assess more than one relationship.</p> <p>Note: The above unwrapping denotes standard 3.R.3.A.e; however, it is noted that this standard is typically measured in text structure instead of text feature.</p>		<p><b><u>Sample Stems</u></b></p> <p>The author describes the relationship between (character) and (noun/character). What is the (noun/character), and how does it relate to (the character)? Use text evidence to support your answer.</p>

## Grade 3 English Language Arts

Reading		3.R.3.B.a
<b>3</b>	<b>Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.</b>	
<b>B</b>	<b>Literary Techniques</b>	
<b>MLS</b>	Read, infer, and draw conclusions to:	
<b>a</b>	distinguish the difference between a biography and an autobiography	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b> 3
The student will identify biographies from a variety of cultures and times by inferring and drawing conclusions.		<b><u>Item Format</u></b>  Selected Response Technology Enhanced Constructed Response  <i>See Item Format in Introduction for item choices.</i>
The student will identify autobiographies from a variety of cultures and times by inferring and drawing conclusions.		
The student will infer and draw conclusions to distinguish (compare and/or contrast) the difference between a biography and an autobiography.		
		<b><u>Text Types</u></b>  Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>
For item writing, use <i>compare</i> and/or <i>contrast</i> for <i>distinguish</i> . Use multiple stimulus material (1 biography, 1 autobiography) to elevate DOK. Social studies correlation  Note: The above unwrapping denotes standard 3.R.B.a; however, it is noted that this standard is typically measured in text structure instead of literary techniques.		In the book <i>Through My Eyes</i> by Ruby Bridges, Ruby describes_____. Is the book a biography or autobiography? Explain your reasoning.

## Grade 3 English Language Arts

Reading		3.R.3.B.b
<b>3</b> <b>B</b> <b>MLS</b> <b>b</b>	<p><b>Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.</b></p> <p><b>Literary Techniques</b></p> <p>Read, infer, and draw conclusions to:</p> <p>distinguish fact from opinion</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will infer and draw conclusions to identify facts in nonfiction from a variety of cultures and times.</p> <p>The student will infer and draw conclusions to identify opinions in nonfiction from a variety of cultures and times.</p> <p>The student will infer and draw conclusions to distinguish fact from opinion in nonfiction from a variety of cultures and times.</p>		<p><b><u>DOK Ceiling</u></b></p> <p>2</p>
		<p><b><u>Item Format</u></b></p> <p>Selected Response Technology Enhanced</p> <p><i>See Item Format in Introduction for item choices.</i></p>
		<p><b><u>Text Types</u></b></p> <p>Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative</p>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <p>Alternative verbs for <i>distinguish</i> in item writing may include <i>identify</i>, <i>categorize</i>, <i>classify</i>, <i>label</i>, and <i>separate</i>.</p>		<p><b><u>Sample Stems</u></b></p> <p>In the diary written by __, the author states, “_____.” Is this a fact or an opinion? Explain your reasoning.</p>



## Grade 3 English Language Arts

Reading		3.R.3.B.c
3	Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.	
B	Literary Techniques	
MLS	Read, infer, and draw conclusions to:	
C	distinguish point of view from what the author is trying to persuade the reader to think or do	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
The student will infer and draw conclusions to distinguish point of view (perspective) from what the author is trying to persuade the reader to think in nonfiction from a variety of cultures and times.		<u>Item Format</u> Selected Response Technology Enhanced  <i>See Item Format in Introduction for item choices.</i>
The student will infer and draw conclusions to distinguish point of view (perspective) from what the author is trying to persuade the reader to do in nonfiction from a variety of cultures and times.		
		<u>Text Types</u> Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
For assessment purposes use <i>compare</i> and/or <i>contrast</i> for <i>distinguish</i> . For this standard <i>point of view</i> means “perspective”.		Which of the following statements best describes the point of view the author is trying to persuade the read to do/feel/agree with/etc.?

## Grade 3 English Language Arts

Reading		3.R.3.B.d
<b>3</b> <b>B</b> <b>MLS</b> <b>d</b>	<p><b>Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.</b></p> <p><b>Literary Techniques</b></p> <p>Read, infer, and draw conclusions to:</p> <p>explain examples of sound devices, literal and nonliteral meanings, and figurative language</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will infer and draw conclusions to explain examples of sound devices in nonfiction from a variety of cultures and times. (Sound devices: alliteration, rhyme scheme, rhythm)</p> <p>The student will infer and draw conclusions to explain examples of literal and nonliteral meanings in nonfiction from a variety of cultures and times. (literal meaning: the text states exactly, nonliteral meaning: different meaning from normal -read between the lines)</p> <p>The student will infer and draw conclusions to explain examples of figurative language in nonfiction from a variety of cultures and times. (Examples of figurative language: simile, metaphor, idiom, hyperbole)</p>		<p><b><u>DOK Ceiling</u></b></p> <p>3</p>
		<p><b><u>Item Format</u></b></p> <p>Selected Response Technology Enhanced</p> <p><i>See Item Format in Introduction for item choices.</i></p>
		<p><b><u>Text Types</u></b></p> <p>Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative</p>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p>		<p><b><u>Sample Stems</u></b></p> <p>The author uses alliteration in the first paragraph. (Part A) Identify the alliteration.</p> <p>(Part B) How does the alliteration add meaning to the text?</p>

## Grade 3 English Language Arts

Reading		3.R.3.C.a
<b>3</b> <b>C</b> <b>MLS</b> <b>a</b>	<p><b>Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.</b></p> <p><b>Text Structures</b></p> <p>Read, infer, and draw conclusions to:</p> <p>describe relationships among events, ideas, concepts, and cause and effect in texts</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will infer and draw conclusions to describe relationships among events in nonfiction from a variety of cultures and times.</p> <p>The student will infer and draw conclusions to describe relationships among ideas in nonfiction from a variety of cultures and times.</p> <p>The student will infer and draw conclusions to describe relationships among concepts in nonfiction from a variety of cultures and times.</p> <p>The student will infer and draw conclusions to describe cause-and-effect relationships in nonfiction from a variety of cultures and times.</p>		<p><b><u>DOK Ceiling</u></b></p> <p>3</p>
		<p><b><u>Item Format</u></b></p> <p>Selected Response Technology Enhanced</p> <p><i>See Item Format in Introduction for item choices.</i></p>
		<p><b><u>Text Types</u></b></p> <p>Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative</p>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <p>Items should be written to test each relationship separately. No item should be written to assess more than one relationship.</p>		<p><b><u>Sample Stems</u></b></p> <p>In the passage_____, what event/idea/concept caused_____to occur?</p> <p>How would_____be different without _____?</p>

## Grade 3 English Language Arts

Reading		3.R.3.C.b
<b>3</b> <b>C</b> <b>MLS</b> <b>b</b>	<p><b>Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.</b></p> <p><b>Text Structures</b></p> <p>Read, infer, and draw conclusions to:</p> <p>explain the relationship between problems and solutions</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will infer and draw conclusions to explain the relationship between problems and solutions in nonfiction from a variety of cultures and times.</p>		<p><b><u>DOK Ceiling</u></b></p> <p>3</p>
		<p><b><u>Item Format</u></b></p> <p>Selected Response Technology Enhanced</p> <p><i>See Item Format in Introduction for item choices.</i></p>
		<p><b><u>Text Types</u></b></p> <p>Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative</p>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p>		<p><b><u>Sample Stems</u></b></p> <p>In the passage/text, (the character) experiences (problem). Choose the solution (the character) experiences.</p> <p>How did the solution resolve the problem?</p>

## Grade 3 English Language Arts

Reading		3.R.3.C.c
3	Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.	
C	Text Structures	
MLS	Read, infer, and draw conclusions to:	
C	use information gained from illustrations and words to demonstrate understanding of the text	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
The student will use (describe) information gained from illustrations to demonstrate understanding of the text by inferring and drawing conclusions in nonfiction from a variety of cultures and times.		<u>Item Format</u> Selected Response Technology Enhanced  <i>See Item Format in Introduction for item choices.</i>
The student will use (describe) information gained from words to demonstrate understanding of the text by inferring and drawing conclusions in nonfiction from a variety of cultures and times.		
		<u>Text Types</u> Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
For assessment purposes, the word <i>use</i> means “describe”.		Look at the illustration on page ____ . Now that you have read the passage, write a caption how/about_____. Your caption should help the reader add meaning to the text.  How does the illustration on page _____ help you understand what you learned in the text about__?  Complete the chart by including one reason and text evidence to support your reasoning.

## Grade 3 English Language Arts

Reading		3.R.3.C.d
<b>3</b> <b>C</b> <b>MLS</b> <b>d</b>	<p><b>Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.</b></p> <p><b>Text Structures</b></p> <p>Read, infer, and draw conclusions to: explain the author's purpose</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will infer and draw conclusions to explain the author's purpose in nonfiction from a variety of cultures and times.</p>		<p><b><u>DOK Ceiling</u></b></p> <p>3</p>
		<p><b><u>Item Format</u></b></p> <p>Selected Response Technology Enhanced</p> <p><i>See Item Format in Introduction for item choices.</i></p>
		<p><b><u>Text Types</u></b></p> <p>Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative</p>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p>		<p><b><u>Sample Stems</u></b></p> <p>After reading the passage/text, what is the author's purpose for _____?</p> <p>How does the author's purpose help persuade the reader to _____?</p>

## Grade 3 English Language Arts

Reading		3.R.3.C.e
3  C MLS  e	Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.	
	Text Structures	
	Read, infer, and draw conclusions to:	
	compare and contrast the most important points and key details presented in texts on the same topic	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
The student will compare the most important points and key details presented in multiple texts on the same topic by inferring and drawing conclusions in nonfiction from a variety of cultures and times.		<u>Item Format</u> Selected Response Technology Enhanced  <i>See Item Format in Introduction for item choices.</i>
The student will contrast the most important points and key details presented in multiple texts on the same topic by inferring and drawing conclusions in nonfiction from a variety of cultures and times.		
		<u>Text Types</u> Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
Stimulus texts must be on the same topic, and each text should provide clear similarities and differences. Items may be written to compare and/or contrast.		Compare the similarities between _____ and _____.
		Choose the contrast between the passages/texts _____ and _____.
		The passage/text _____ explains _____. How does that differ from the ideas/details in the passage/text _____?

## Grade 3 English Language Arts

Reading		3.R.4.A.a
<b>4 A MLS a</b>	<b>Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning.</b> <b>Digital and Media Literacy</b> Read to develop an understanding of media and its components by: understanding how communication changes when moving from one genre of media to another	
<u><b>Expectation Unwrapped</b></u>  The student will comprehend and analyze words, images, graphics, and sounds in print and digital forms of media to understand how communication changes when moving from one genre of media to another.		<u><b>DOK Ceiling</b></u> 3
		<u><b>Item Format</b></u> Selected Response Technology Enhanced  <i>See Item Format in Introduction for item choices.</i>
		<u><b>Text Types</b></u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative
<u><b>Content Limits/Assessment Boundaries</b></u>  Media: a system of communication, information, or entertainment; varied ways for authors/creators to share ideas and messages with readers and/or viewers.		<u><b>Sample Stems</b></u>  Look at the passage/video _____ and the article _____. Both are on the same topic but communicate the idea/process/opinion differently. Explain the differences in detail.



## Grade 3 English Language Arts

Reading		3.R.4.A.b
<b>4 A MLS b</b>	<b>Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning.</b> <b>Digital and Media Literacy</b> Read to develop an understanding of media and its components by: explaining how various design techniques used in media influence the message	
<u><b>Expectation Unwrapped</b></u>  The student will comprehend and analyze images and graphics in print and digital forms of media to explain how various design techniques used in media influence the message.		<u><b>DOK Ceiling</b></u> 3
		<u><b>Item Format</b></u> Selected Response Technology Enhanced  <i>See Item Format in Introduction for item choices.</i>
		<u><b>Text Types</b></u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative
<u><b>Content Limits/Assessment Boundaries</b></u>  Design techniques: e.g., shape, color, sound		<u><b>Sample Stems</b></u> In the passage/text/article/website, the author includes graphics/sounds/shapes to add meaning. How do the graphics/sounds/shapes influence the reader?  How is the message different/changed without graphics/sounds/shapes?

## Grade 3 English Language Arts

Reading		3.R.4.A.c
<b>4 A MLS C</b>	<b>Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning.</b> <b>Digital and Media Literacy</b> Read to develop an understanding of media and its components by: comparing various written conventions used for digital media	
<u><b>Expectation Unwrapped</b></u>  The student will, by understanding media and its components, compare various written conventions used for digital media to impact meaning.		<u><b>DOK Ceiling</b></u> 2
		<u><b>Item Format</b></u> Selected Response Technology Enhanced  <i>See Item Format in Introduction for item choices.</i>
		<u><b>Text Types</b></u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative
<u><b>Content Limits/Assessment Boundaries</b></u>  Written conventions: e.g., language in an informal email versus language in a web-based news article Items should be written to compare only. (Emails should be examples, as students should not be creating/using personal emails.)		<u><b>Sample Stems</b></u>  A student read an email from a friend about longer recesses and a website about why recess is important. Which form of media is informal?  How does the website about recess impact the meaning?

## Grade 3 English Language Arts

Reading		3.R.4.A.d
<b>4 A MLS d</b>	<b>Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning.</b> <b>Digital and Media Literacy</b> Read to develop an understanding of media and its components by: identifying text structures and graphics features of a web page	
<u><b>Expectation Unwrapped</b></u>  The student will identify text structures of a web page.  The student will identify graphic features of a web page.		<u><b>DOK Ceiling</b></u> 2
		<u><b>Item Format</b></u> Selected Response Technology Enhanced  <i>See Item Format in Introduction for item choices.</i>
		<u><b>Text Types</b></u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction  Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative
<u><b>Content Limits/Assessment Boundaries</b></u>  Text structures: e.g., subheadings, links, sidebars Graphic features: e.g., page or website design, website audio/video clips For this standard, the intended use of <i>text structure</i> means “text features.”		<u><b>Sample Stems</b></u>  (This is an example of a website. Incorporate a relative website for your students.)  Look at the website <a href="http://www.readingrockets.org/books">http://www.readingrockets.org/books</a> . What link would you click on to find information about booksto read over the summer?  On the sidebar, where wouldyou go to find a book title/favorite book?

## Grade 3 English Language Arts

Reading Foundations		3.RF.3.A.a
<b>3</b> <b>A</b> <b>MLS</b> <b>a</b>	<p><b>Understand how English is written and read.</b></p> <p><b>Phonics</b></p> <p>Develop phonics in the reading process by:</p> <p>decoding multisyllabic words in context and independent of context by applying common spelling patterns</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will decode multisyllabic words in context by applying common spelling patterns.</p> <p>The student will decode multisyllabic words independent of context by applying common spelling patterns.</p>		<p><b><u>DOK Ceiling</u></b></p> <p>1</p>
		<p><b><u>Item Format</u></b></p> <p>Performance Event</p>
		<p><b><u>Text Types</u></b></p> <p>Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p> <p>Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative</p>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <p>Locally assessed</p> <p>Common spelling patterns: e.g., dropping the final “e” and adding endings such as <i>-ing, -ed, -able; use, used, using, usable</i>)</p>		<p><b><u>Sample Stems</u></b></p>

## Grade 3 English Language Arts

Reading Foundations		3.RF.3.A.b
<b>3 A MLS b</b>	<p><b>Understand how English is written and read.</b></p> <p><b>Phonics</b></p> <p>Develop phonics in the reading process by:</p> <p>decoding words that double final consonants when adding an ending</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will decode words that double final consonant when adding an ending.</p>		<p><b><u>DOK Ceiling</u></b></p> <p>1</p>
		<p><b><u>Item Format</u></b></p> <p>Performance Event</p>
		<p><b><u>Text Types</u></b></p> <p>Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p> <p>Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative</p>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <p>Locally assessed</p> <p>Double final consonant when adding an ending: e.g., hop to hopping</p>		<p><b><u>Sample Stems</u></b></p>

## Grade 3 English Language Arts

Reading Foundations		3.RF.3.A.c
<b>3</b> <b>A</b> <b>MLS</b> <b>C</b>	<p><b>Understand how English is written and read.</b></p> <p><b>Phonics</b></p> <p>Develop phonics in the reading process by:</p> <p>using the meaning of common prefixes and suffixes</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will use common prefixes and suffixes to decode words.</p>		<p><b><u>DOK Ceiling</u></b></p> <p>1</p>
		<p><b><u>Item Format</u></b></p> <p>Selected Response Technology Enhanced</p> <p><i>See Item Format in Introduction for item choices.</i></p>
		<p><b><u>Text Types</u></b></p> <p>Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p> <p>Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative</p>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <p>The meaning of the prefixes and suffixes is not the focus of the standard, see 3.R.1.B.a. (where the meaning of prefixes and suffixes is addressed).</p> <p>Common prefixes and suffixes (e.g., <i>dis-</i>, <i>-ly</i>, <i>de-</i>, <i>-ful</i>, <i>-able</i>)</p>		<p><b><u>Sample Stems</u></b></p> <p>Create a sentence using the word <u>dishonest</u>.</p> <p>Read the sentence below. Identify the word that BEST completes the sentence.</p> <p>She _____ put the glass vase back on the table so it wouldn't break.</p> <p>carefully, quickly, disrespectfully, enjoyably</p>

## Grade 3 English Language Arts

Reading Foundations		3.RF.3.A.d
<b>3 A MLS d</b>	<p><b>Understand how English is written and read.</b></p> <p><b>Phonics</b></p> <p>Develop phonics in the reading process by: using the meaning of homophones</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will decode homophones.</p>		<p><b><u>DOK Ceiling</u></b></p> <p>1</p>
		<p><b><u>Item Format</u></b></p> <p>Performance Event</p>
		<p><b><u>Text Types</u></b></p> <p>Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p> <p>Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative</p>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <p>Locally assessed</p> <p>The meaning of the homophone is not the focus of the standard, see 3.R.1.B.c. (where the students use homophones to develop vocabulary).</p> <p>Homophones: e.g., hair/hare</p>		<p><b><u>Sample Stems</u></b></p>

## Grade 3 English Language Arts

Reading Foundations		3.RF.3.A.e
<b>3 A MLS e</b>	<b>Understand how English is written and read.</b> <b>Phonics</b> Develop phonics in the reading process by: decoding known and unknown words by spelling patterns	
<b><u>Expectation Unwrapped</u></b>  The student will decode known words by spelling patterns.  The student will decode unknown words by spelling patterns.		<b><u>DOK Ceiling</u></b> 1
		<b><u>Item Format</u></b> Performance Event
		<b><u>Text Types</u></b> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction  Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative
<b><u>Content Limits/Assessment Boundaries</u></b>  Locally assessed Spelling Patterns: e.g., final stable syllable, <i>tumble</i> ; VCe, in- <i>vite</i> ; r-controlled vowels, <i>per</i> -fect; vowel digraphs and diphthongs, <i>boy</i> -hood, <i>-eigh</i> , <i>-ought</i>		<b><u>Sample Stems</u></b>



## Grade 3 English Language Arts

Reading Foundations		3.RF.3.A.f
<b>3 A MLS f</b>	<p><b>Understand how English is written and read.</b></p> <p><b>Phonics</b></p> <p>Develop phonics in the reading process by: reading irregularly spelled high-frequency words</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will read irregularly spelled high-frequency words.</p>		<p><b><u>DOK Ceiling</u></b></p> <p>1</p>
		<p><b><u>Item Format</u></b></p> <p>Performance Event</p>
		<p><b><u>Text Types</u></b></p> <p>Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p> <p>Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative</p>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <p>Locally assessed</p>		<p><b><u>Sample Stems</u></b></p>

## Grade 3 English Language Arts

Reading Foundations		3.RF.4.A.a
<b>4</b> <b>A</b> <b>MLS</b> <b>a</b>	<b>Understand how English is written and read.</b> <b>Fluency</b> Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension use context to confirm or self-correct word recognition and understanding, rereading as necessary	
<b><u>Expectation Unwrapped</u></b>  The student will read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing).  The student will read appropriate texts with purpose.  The student will read appropriate texts for comprehension.  The student will use context to confirm or self-correct word recognition and understanding, rereading when necessary.		<b><u>DOK Ceiling</u></b> 3
		<b><u>Item Format</u></b> Performance Event
		<b><u>Text Types</u></b> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction  Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative
<b><u>Content Limits/Assessment Boundaries</u></b>  Locally assessed  (Appropriate= text on the grade benchmark level.)		<b><u>Sample Stems</u></b>

## Grade 3 English Language Arts

Writing		3.W.1.A.a
<b>1 A MLS a</b>	<b>Apply a writing process to develop a text for audience and purpose.</b> <b>Prewriting</b> Follow a writing process to plan a first draft by: using a simple prewriting strategy when given the purpose and the intended audience	
<b><u>Expectation Unwrapped</u></b>  The student will use a simple prewriting strategy when given the purpose and the intended audience to plan a first draft for a text.		<b><u>DOK Ceiling</u></b> 2
		<b><u>Item Format</u></b> Performance Event
		<b><u>Text Types</u></b>
<b><u>Content Limits/Assessment Boundaries</u></b>  Locally assessed  <i>This standard is an important part of the writing process and should be assessed at the classroom level.</i>		<b><u>Sample Stems</u></b>

## Grade 3 English Language Arts

Writing		3.W.1.B.a
<b>1 B MLS a</b>	<p><b>Apply a writing process to develop a text for audience and purpose.</b></p> <p><b>Draft</b></p> <p>Appropriate to genre type, develop a draft from prewriting by: generating a main idea to support a multiple-paragraph text using a variety of sentence types, including imperative and exclamatory</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will, appropriate to genre type, audience, and purpose, develop a draft from prewriting by generating a main idea to support a multiple-paragraph text.</p> <p>The student will, appropriate to genre type, audience, and purpose, develop a draft from prewriting by using a variety of sentence types, including imperative and exclamatory.</p>		<p><b><u>DOK Ceiling</u></b></p> <p>3</p>
		<p><b><u>Item Format</u></b></p> <p>Performance Event</p>
		<p><b><u>Text Types</u></b></p>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <p>For assessment purposes, use a grade-level appropriate verb instead of <i>generate</i>.</p> <p><i>This standard is an important part of the writing process and should be assessed at the classroom level.</i></p> <p><i>See 3.W.1.C.a and b</i></p>		<p><b><u>Sample Stems</u></b></p>

## Grade 3 English Language Arts

Writing		3.W.1.B.b
<b>1 B MLS b</b>	<p><b>Apply a writing process to develop a text for audience and purpose.</b></p> <p><b>Draft</b></p> <p>Appropriate to genre type, develop a draft from prewriting by: supporting the topic sentences within each paragraph with facts and details (from sources when appropriate)</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will, appropriate to genre type, audience, and purpose, develop a draft from prewriting by supporting the topic sentences within each paragraph with facts and details (from sources when appropriate).</p>		<p><b><u>DOK Ceiling</u></b></p> <p>3</p>
		<p><b><u>Item Format</u></b></p> <p>Performance Event</p>
		<p><b><u>Text Types</u></b></p>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <p><i>Locally Assessed</i></p> <p><i>This standard is an important part of the writing process and should be assessed at the classroom level.</i></p> <p><i>See 3.W.1.C.a and b</i></p>		<p><b><u>Sample Stems</u></b></p>

## Grade 3 English Language Arts

Writing		3.W.1.B.c
<b>1</b> <b>B</b> <b>MLS</b> <b>C</b>	<p><b>Apply a writing process to develop a text for audience and purpose.</b></p> <p><b>Draft</b></p> <p>Appropriate to genre type, develop a draft from prewriting by: categorizing, organizing, and sequencing the supporting details into a text with a clear beginning, middle, and end</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will, appropriate to genre type, audience, and purpose, develop a draft from prewriting by categorizing the supporting details into a text with a clear beginning, middle, and end.</p> <p>The student will, appropriate to genre type, audience, and purpose, develop a draft from prewriting by organizing the supporting details into a text with a clear beginning, middle, and end.</p> <p>The student will, appropriate to genre type, audience, and purpose, develop a draft from prewriting by sequencing the supporting details into a text with a clear beginning, middle, and end.</p>		<p><b><u>DOK Ceiling</u></b></p> <p>3</p>
		<p><b><u>Item Format</u></b></p> <p>Performance Event</p>
		<p><b><u>Text Types</u></b></p>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <p><i>Locally Assessed</i></p> <p><i>This standard is an important part of the writing process and should be assessed at the classroom level.</i></p> <p><i>See 3.W.1.C.a and b</i></p>		<p><b><u>Sample Stems</u></b></p>

## Grade 3 English Language Arts

Writing		3.W.1.B.d
<b>1 B MLS d</b>	<b>Apply a writing process to develop a text for audience and purpose.</b> <b>Draft</b> Appropriate to genre type, develop a draft from prewriting by: addressing an appropriate audience	
<u><b>Expectation Unwrapped</b></u>  The student will address an appropriate audience when developing a draft from prewriting.		<u><b>DOK Ceiling</b></u> 2
		<u><b>Item Format</b></u> Performance Event
		<u><b>Text Types</b></u>
<u><b>Content Limits/Assessment Boundaries</b></u>  <i>Locally Assessed</i>  <i>This standard is an important part of the writing process and should be assessed at the classroom level.</i>  <i>See 3.W.1.C.a and b</i>		<u><b>Sample Stems</b></u>

## Grade 3 English Language Arts

Writing		3.W.1.C.a
<b>1</b>	<b>Apply a writing process to develop a text for audience and purpose.</b>	
<b>C</b>	<b>Revise/Edit</b>	
<b>MLS</b>	Reread, revise, and edit drafts with assistance from adults/peers to:	
<b>a</b>	develop and strengthen writing as needed by revising main idea; sequence (ideas); focus; beginning, middle, and end; details/facts (from sources when appropriate); word choice (related to the topic); sentence structure; transitions; audience and purpose; voice	
<b><u>Expectation Unwrapped</u></b>		<b><u>DOK Ceiling</u></b>
<p>The student will develop writing as needed by revising:</p> <ul style="list-style-type: none"> <li>• main idea</li> <li>• sequence (ideas)</li> <li>• focus</li> <li>• beginning, middle, end</li> <li>• details/facts (from sources when appropriate)</li> <li>• word choice (related to the topic)</li> <li>• sentence structure</li> <li>• transitions</li> <li>• audience and purpose</li> <li>• voice</li> </ul> <p>Student will strengthen writing as needed by revising:</p> <ul style="list-style-type: none"> <li>• main idea</li> <li>• sequence (ideas)</li> <li>• focus</li> <li>• beginning, middle, and end</li> <li>• details/facts (from sources when appropriate)</li> <li>• word choice (related to the topic)</li> <li>• sentence structure</li> <li>• transitions</li> <li>• audience and purpose</li> <li>• voice</li> </ul>		2
		<b><u>Item Format</u></b>
		<p>Selected Response</p> <p>Technology Enhanced</p> <p><i>See Item Format in Introduction for item choices.</i></p>
		<b><u>Text Types</u></b>



## Grade 3 English Language Arts

<u>Content Limits/Assessment Boundaries</u>	<u>Sample Stems</u>
<p><b><u>Sample Stems</u></b></p> <p>After reading the paragraph/text, choose the BEST option in connecting the sentence(s) below.</p> <p>Choose the conjunction that BEST connects the sentences below.</p> <p>After reading the paragraph/text, choose the BEST sentence that introduces the topic.</p> <p>_____ created a paragraph to explain the reason to/for _____. However, he/she did not provide reasoning. Choose the answer that provides reasoning to support the opinion.</p> <p>The paragraph below describes _____. Choose the words/sentence to strengthen the meaning/purpose of the topic sentence/audience.</p> <p>Choose the BEST sentence that supports the opinion text and addresses the audience.</p> <p>The students in Group A wrote an opinion paper together, and each one referenced the author/source from where they got their information. Choose the student who correctly referenced his/her author/source.</p> <p>Read the paragraph/text. Choose the best/correct beginning/middle/concluding paragraph to complete the opinion text.</p> <p>After reading the paragraph/text, choose the BEST sentence that introduces the topic.</p> <p>After reading the passage/text, choose the BEST topic sentence that includes simple facts/definitions/explanations.</p> <p>Choose the topic sentence that includes details and addresses the appropriate audience for the text/passage you read.</p> <p>Look at the sentences below. Choose the sentence that BEST relates to the passage/text and adds to the meaning.</p>	<p>Read the details below. Choose the main idea that best supports the paragraph(s).</p> <p>A student is drafting a paragraph about _____. Choose (or drag) two sentences that best support the topic.</p> <p>A student is writing _____ on _____. The student wants to organize his/her _____ by including details. Choose (drag/drop) each detail so the draft will be written in the correct order.</p> <p>Read the paragraphs below. Choose the answer that would be the BEST ending paragraph.</p> <p>A student is developing multiple drafts about _____. His/Her drafts about _____ are addressed to different audiences. Match the title of the drafts to the appropriate audience.</p> <p>_____ wrote a letter. Determine the appropriate audience for the letter. (may be multiple choice)</p> <p>Which 2 details would add more support to the main idea?</p> <p>Which change to the underlined sentence best shows the main idea of the (sentence, paragraph, etc.)?</p> <p>Choose the BEST sentence that supports the informational/explanatory text and addresses the audience.</p>

## Grade 3 English Language Arts

*Choose the paragraph below that uses transitions correctly.*

*Choose/Drag-drop the correct transition sentence to connect the ideas/categories of information in the informative/explanatory text.*

*After reading the paragraph/text, choose the correct concluding paragraph for the informative/explanatory text.*

*\_\_\_\_\_ wrote a concluding paragraph for the paragraph/text. Choose the correct concluding sentence for \_\_\_\_\_'s paragraph/text.*

*After reading the paragraph/text, choose the correct dialogue that adds to the meaning of the text.*

*Marshall wrote a narrative text/story. After reading his text/story, choose the best description(s) he can/should use for his text/story.*

*Read the paragraph. Which sentences do not support the main idea of the paragraph?*

*Choose the sentence that BEST creates a setting/establishes a situation/introduces the character or narrator.*

*Read the paragraphs below. Choose the paragraph that BEST creates a setting/establishes a situation/introduces the character or narrator for the reader.*

*After reading the passage, choose the paragraph below that uses the correct transitions to signal a change in events.*

*The paragraph below describes \_\_\_\_\_. Choose the words/sentence to strengthen the meaning/purpose of the topic sentence/audience.*

## Grade 3 English Language Arts

Writing		3.W.1.C.b
<b>1</b> <b>C</b> <b>MLS</b> <b>b</b>	<b>Apply a writing process to develop a text for audience and purpose.</b> <b>Revise/Edit</b> Reread, revise, and edit drafts with assistance from adults/peers to: edit for language conventions	
<u><b>Expectation Unwrapped</b></u>  The student will, with assistance from adults/peers, edit for language conventions (spelling, punctuation, sentence structure, and grammar) in drafts.		<u><b>DOK Ceiling</b></u> 2
		<u><b>Item Format</b></u> Selected Response Technology Enhanced  <i>See Item Format in Introduction for item choices.</i>
		<u><b>Text Types</b></u>
<u><b>Content Limits/Assessment Boundaries</b></u>  Refer to language standards.		<u><b>Sample Stems</b></u>  Read the paragraph/text. Choose the best sentence structure for the second sentence.  _____ was editing the paragraph/text below. Choose the BEST sentence to replace the incorrect paragraph/text _____ was editing.

## Grade 3 English Language Arts

Writing		3.W.1.D.a
<b>1 D MLS a</b>	<p><b>Apply a writing process to develop a text for audience and purpose.</b></p> <p><b>Produce/Publish and Share Writing</b></p> <p>With assistance from adults/peers: use a variety of conventional tools and technology (including keyboarding skills) to produce and publish writing as well as to interact and collaborate with others</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will, with assistance from adults and peers, use a variety of conventional tools and technology (including keyboarding skills) to produce writing appropriate for audience and purpose.</p> <p>The student will, with assistance from adults and peers, use a variety of conventional tools and technology (including keyboarding skills) to publish writing appropriate for audience and purpose.</p> <p>The student will, with assistance from adults and peers, use tools and technology to interact and collaborate with others when producing/publishing writing appropriate for audience and purpose.</p>		<p><b><u>DOK Ceiling</u></b></p> <p>1</p>
		<p><b><u>Item Format</u></b></p> <p>Performance Event</p>
		<p><b><u>Text Types</u></b></p>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <p>Locally assessed</p> <p>Note: Refer to grade 3 W2A-C genre-specific standards.</p>		<p><b><u>Sample Stems</u></b></p>

## Grade 3 English Language Arts

Writing		3.W.2.A.a
<b>2 A MLS a</b>	<b>Compose well-developed writing texts for audience and purpose.</b> <b>Opinion/Argumentative</b> Write opinion texts that: introduce a topic or text being studied, using connected sentences	
<b><u>Expectation Unwrapped</u></b>  The student will introduce a topic, using connected sentences in an opinion text appropriate for audience and purpose.  The student will introduce a text being studied, using connected sentences in an opinion text appropriate for audience and purpose.		<b><u>DOK Ceiling</u></b> 3
		<b><u>Item Format</u></b> Writing Prompt
		<b><u>Text Types</u></b>
<b><u>Content Limits/Assessment Boundaries</u></b>  The intent of the standard is to have more than one sentence to introduce a topic or text.  <i>This standard can be assessed using the state and/or district scoring guide.</i> <a href="https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-opinion-grade-3-5.pdf">https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-opinion-grade-3-5.pdf</a>		<b><u>Sample Stems</u></b>  <i>You have read a story about an after-school club. The teachers in your school are planning after-school clubs for students. Write an opinion essay for your teacher in which you give your opinion about whether students should be involved in clubs after school. Use information from the passage in your essay.</i>

## Grade 3 English Language Arts

Writing		3.W.2.A.b
<b>2 A MLS b</b>	<p><b>Compose well-developed writing texts for audience and purpose.</b></p> <p><b>Opinion/Argumentative</b></p> <p>Write opinion texts that:</p> <p>state an opinion or establish a position and provide reasons for the opinion/position</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will state an opinion or establish a position when composing a well-developed text appropriate for audience and purpose.</p> <p>The student will provide reasons for the opinion/position when composing a well-developed text appropriate for audience and purpose.</p>		<p><b><u>DOK Ceiling</u></b></p> <p>3</p>
		<p><b><u>Item Format</u></b></p> <p>Writing Prompt</p>
		<p><b><u>Text Types</u></b></p>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <p>The topic should be grade-level appropriate topics.</p> <p>The student should be presented factual stimulus materials that provide background on the grade-level appropriate topic.</p> <p><i>This standard can be assessed using the state and/or district scoring guide.</i></p> <p><a href="https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-opinion-grade-3-5.pdf">https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-opinion-grade-3-5.pdf</a></p>		<p><b><u>Sample Stems</u></b></p> <p><i>Write a speech to your classmates convincing them why you think they should volunteer for the school clean-up campaign.</i></p> <p><i>Write a short essay convincing your classmates why you think they should volunteer for the school clean-up campaign. Use relevant evidence/reasons to support your opinions.</i></p>

## Grade 3 English Language Arts

Writing		3.W.2.A.c
<b>2</b> <b>A</b> <b>MLS</b> <b>C</b>	<p><b>Compose well-developed writing texts for audience and purpose.</b></p> <p><b>Opinion/Argumentative</b></p> <p>Write opinion texts that:</p> <p>use specific and accurate words that are related to the topic, audience, and purpose</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will use specific and accurate words related to the topic in an opinion text appropriate for audience and purpose.</p> <p>The student will use specific and accurate words related to the audience in an opinion text appropriate for audience and purpose.</p> <p>The student will use specific and accurate words related to the purpose in an opinion text appropriate for audience and purpose.</p>		<p><b><u>DOK Ceiling</u></b></p> <p>3</p>
		<p><b><u>Item Format</u></b></p> <p>Writing Prompt</p>
		<p><b><u>Text Types</u></b></p>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <p>The writing prompt should state the topic, audience, and purpose.</p> <p><i>This standard can be assessed using the state and/or district scoring guide.</i>  <a href="https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-opinion-grade-3-5.pdf">https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-opinion-grade-3-5.pdf</a></p>		<p><b><u>Sample Stems</u></b></p> <p>See above examples</p>

## Grade 3 English Language Arts

Writing		3.W.2.A.d
<b>2 A MLS d</b>	<p><b>Compose well-developed writing texts for audience and purpose.</b></p> <p><b>Opinion/Argumentative</b></p> <p>Write opinion texts that:</p> <p>contain information using student’s original language except when using direct quotation from a source</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will write opinion texts that contain information using student’s original language appropriate for audience and purpose.</p> <p>The student will write opinion texts using direct quotations from a source appropriate for audience and purpose.</p>		<p><b><u>DOK Ceiling</u></b></p> <p>3</p>
		<p><b><u>Item Format</u></b></p> <p>Writing Prompt</p>
		<p><b><u>Text Types</u></b></p>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <p><i>This standard can be assessed using the state and/or district scoring guide.</i>  <a href="https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-opinion-grade-3-5.pdf">https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-opinion-grade-3-5.pdf</a></p>		<p><b><u>Sample Stems</u></b></p> <p>See above examples</p>



## Grade 3 English Language Arts

Writing		3.W.2.A.e
<b>2 A MLS e</b>	<p><b>Compose well-developed writing texts for audience and purpose.</b></p> <p><b>Opinion/Argumentative</b></p> <p>Write opinion texts that:</p> <p>reference the name of the author(s) or name of the source used for details or facts included in the text</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will reference the name of the author(s) or name of the source used for details or facts included in the text.</p>		<p><b><u>DOK Ceiling</u></b></p> <p>1</p>
		<p><b><u>Item Format</u></b></p> <p>Writing Prompt</p>
		<p><b><u>Text Types</u></b></p>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <p>Reference options: The author said . . . , School uniforms prevent bullying, (Jones) . . . , In source number 2, . . .</p> <p><i>This standard can be assessed using the state and/or district scoring guide.</i></p> <p><a href="https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-opinion-grade-3-5.pdf">https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-opinion-grade-3-5.pdf</a></p>		<p><b><u>Sample Stems</u></b></p> <p>See above examples</p>

## Grade 3 English Language Arts

Writing		3.W.2.A.f	
2 A MLS f	Compose well-developed writing texts for audience and purpose. Opinion/Argumentative Write opinion texts that: use transitions to connect opinion and reason		
	<u>Expectation Unwrapped</u>  The student will use transitions appropriate for audience and purpose to connect opinion and reason in an opinion text.	<u>DOK Ceiling</u> 3	
		<u>Item Format</u> Writing Prompt	
		<u>Text Types</u>	
<u>Content Limits/Assessment Boundaries</u>  Transition words: e.g., but, therefore, since, one example, for example  <i>This standard can be assessed using the state and/or district scoring guide.</i> <i><a href="https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-opinion-grade-3-5.pdf">https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-opinion-grade-3-5.pdf</a></i>		<u>Sample Stems</u>  See above examples	

## Grade 3 English Language Arts

Writing		3.W.2.A.g
<b>2</b> <b>A</b> <b>MLS</b> <b>g</b>	<b>Compose well-developed writing texts for audience and purpose.</b> <b>Opinion/Argumentative</b> Write opinion texts that: provide clear evidence of a beginning, middle, and concluding statement or paragraph	
<b><u>Expectation Unwrapped</u></b>  The student will provide evidence of a beginning paragraph appropriate for audience and purpose in an opinion text.  The student will provide evidence of a middle paragraph appropriate for audience and purpose in an opinion text.  The student will provide evidence of a concluding statement or paragraph appropriate for audience and purpose in an opinion text.		<b><u>DOK Ceiling</u></b> 3
		<b><u>Item Format</u></b> Writing Prompt
		<b><u>Text Types</u></b>
<b><u>Content Limits/Assessment Boundaries</u></b>  <i>This standard can be assessed using the state and/or district scoring guide.</i> <a href="https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-opinion-grade-3-5.pdf">https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-opinion-grade-3-5.pdf</a>		<b><u>Sample Stems</u></b>  See above examples

## Grade 3 English Language Arts

Writing		3.W.2.B.a
<b>2 B MLS a</b>	<p><b>Compose well-developed writing texts for audience and purpose.</b></p> <p><b>Informative/Explanatory</b></p> <p>Write informative/explanatory texts that:</p> <p>introduce a topic or text being studied</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will introduce a topic in an informative/explanatory text appropriate for audience and purpose.</p> <p>The student will introduce a text being studied in an informative/explanatory text appropriate for audience and purpose.</p>		<p><b><u>DOK Ceiling</u></b></p> <p>3</p>
		<p><b><u>Item Format</u></b></p> <p>Writing Prompt</p>
		<p><b><u>Text Types</u></b></p>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <p><i>This standard can be assessed using the state and/or district scoring guide</i>  <a href="https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-informational-explanatory-grades-3-8.pdf">https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-informational-explanatory-grades-3-8.pdf</a></p>		<p><b><u>Sample Stems</u></b></p> <p><i>The Earth is an important place. You have read two different passages about how to take care of the Earth. Write an informative/explanatory essay on how to take care of the Earth. Use information from the two passages in your essay.</i></p>

## Grade 3 English Language Arts

Writing		3.W.2.B.b
<b>2 B MLS b</b>	<b>Compose well-developed writing texts for audience and purpose.</b> <b>Informative/Explanatory</b> Write informative/explanatory texts that: develop the topic with simple facts, definitions, details, and explanations	
<b><u>Expectation Unwrapped</u></b>  The student will develop the topic with simple facts in informative/explanatory text appropriate for audience and purpose.  The student will develop the topic with definitions in informative/explanatory text appropriate for audience and purpose.  The student will develop the topic with details in informative/explanatory text appropriate for audience and purpose.  The student will develop the topic with explanations in informative/explanatory text appropriate for audience and purpose.		<b><u>DOK Ceiling</u></b> 3
		<b><u>Item Format</u></b> Writing Prompt
		<b><u>Text Types</u></b>
<b><u>Content Limits/Assessment Boundaries</u></b>  <i>This standard can be assessed using the state and/or district scoring guide</i> <a href="https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-informational-explanatory-grades-3-8.pdf">https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-informational-explanatory-grades-3-8.pdf</a>		<b><u>Sample Stems</u></b>  <i>You have read articles about many different animals and how they survive in their environment.</i> <i>Write an informational/explanatory essay on how animals use their bodies to protect themselves from their environment.</i> <i>Be sure to include details and examples from the passages to support your ideas.</i>

## Grade 3 English Language Arts

Writing		3.W.2.B.c
<b>2 B MLS C</b>	<b>Compose well-developed writing texts for audience and purpose.</b> <b>Informative/Explanatory</b> Write informative/explanatory texts that: use specific, relevant words that are related to the topic, audience, and purpose	
<b><u>Expectation Unwrapped</u></b>  The student will use specific and relevant words related to the topic in informative/explanatory text.  The student will use specific and relevant words related to the audience in informative/explanatory text.  The student will use specific and relevant words related to the purpose in informative/explanatory text.		<b><u>DOK Ceiling</u></b> 3
		<b><u>Item Format</u></b> Writing Prompt
		<b><u>Text Types</u></b>
<b><u>Content Limits/Assessment Boundaries</u></b>  <i>This standard can be assessed using the state and/or district scoring guide</i> <a href="https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-informational-explanatory-grades-3-8.pdf">https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-informational-explanatory-grades-3-8.pdf</a>		<b><u>Sample Stems</u></b>  <i>See examples above.</i>

## Grade 3 English Language Arts

Writing		3.W.2.B.d
<b>2 B MLS d</b>	<p><b>Compose well-developed writing texts for audience and purpose.</b></p> <p><b>Informative/Explanatory</b></p> <p>Write informative/explanatory texts that:</p> <p>use the student's original language except when quoting from a source</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will write informative/explanatory texts that contain information using student's original language appropriate for audience and purpose.</p> <p>The student will write informative/explanatory texts using direct quotations from a source appropriate for audience and purpose.</p>		<p><b><u>DOK Ceiling</u></b></p> <p>3</p>
		<p><b><u>Item Format</u></b></p> <p>Writing Prompt</p>
		<p><b><u>Text Types</u></b></p>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <p><i>This standard can be assessed using the state and/or district scoring guide</i>  <a href="https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-informational-explanatory-grades-3-8.pdf">https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-informational-explanatory-grades-3-8.pdf</a></p>		<p><b><u>Sample Stems</u></b></p> <p><i>See above for examples.</i></p>

## Grade 3 English Language Arts

Writing		3.W.2.B.e
<b>2 B MLS e</b>	<p><b>Compose well-developed writing texts for audience and purpose.</b></p> <p><b>Informative/Explanatory</b></p> <p>Write informative/explanatory texts that:</p> <p>use transition words to connect ideas within categories of information</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will use transition words to connect ideas within categories of information in informative/explanatory text appropriate for audience and purpose.</p>		<p><b><u>DOK Ceiling</u></b></p> <p>3</p>
		<p><b><u>Item Format</u></b></p> <p>Writing Prompt</p>
		<p><b><u>Text Types</u></b></p>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <p>Transition words: e.g., but, therefore, since, one example, for example</p> <p><i>This standard can be assessed using the state and/or district scoring guide</i>  <a href="https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-informational-explanatory-grades-3-8.pdf">https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-informational-explanatory-grades-3-8.pdf</a></p>		<p><b><u>Sample Stems</u></b></p>



## Grade 3 English Language Arts

Writing		3.W.2.B.f	
2 B MLS f	Compose well-developed writing texts for audience and purpose. Informative/Explanatory Write informative/explanatory texts that: create a concluding statement or paragraph		
Expectation Unwrapped  The student will create a concluding statement or paragraph in informative/explanatory text appropriate for audience and purpose.		DOK Ceiling 3	
		Item Format Writing Prompt	
		Text Types	
Content Limits/Assessment Boundaries  <i>This standard can be assessed using the state and/or district scoring guide</i> <a href="https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-informational-explanatory-grades-3-8.pdf">https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-informational-explanatory-grades-3-8.pdf</a>		Sample Stems	

## Grade 3 English Language Arts

Writing		3.W.2.C.a
<b>2 C MLS a</b>	<b>Compose well-developed writing texts for audience and purpose.</b> <b>Narrative/Literary</b> Write fiction or non-fiction narratives and poems that: establish a setting and situation/topic and introduce a narrator and/or characters	
<b><u>Expectation Unwrapped</u></b>  The student will establish a setting in fiction or nonfiction narratives and poems appropriate for audience and purpose.  The student will establish a situation/topic in fiction or nonfiction narratives and poems appropriate for audience and purpose.  The student will introduce a narrator and/or characters in fiction or nonfiction narratives and poems appropriate for audience and purpose.		<b><u>DOK Ceiling</u></b> 3
		<b><u>Item Format</u></b> Writing Prompt
		<b><u>Text Types</u></b>
<b><u>Content Limits/Assessment Boundaries</u></b>  Examples: Personal narrative (e.g., “Times you learned to do something: ride a bike, make cookies,”) fairy tale, mystery, sports story, question poem, diamante poetry  <i>This standard can be assessed using the state and/or district scoring guide</i> <a href="https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-narrative-grade-3-8.pdf">https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-narrative-grade-3-8.pdf</a>		<b><u>Sample Stems</u></b>  <i>Read the passage about a student who is thinking of joining an after-school club. What happens next? Use the passage to help you write a narrative essay about what happens next in the story.</i>

## Grade 3 English Language Arts

Writing		3.W.2.C.b
<b>2 C MLS b</b>	<b>Compose well-developed writing texts for audience and purpose.</b> <b>Narrative/Literary</b> Write fiction or non-fiction narratives and poems that: use narrative techniques, such as dialogue and descriptions	
<b><u>Expectation Unwrapped</u></b>  The student will use the narrative technique of dialogue in fiction or nonfiction narratives and poems appropriate for audience and purpose.  The student will use the narrative technique of descriptions in fiction or nonfiction narratives and poems appropriate for audience and purpose.		<b><u>DOK Ceiling</u></b> 3
		<b><u>Item Format</u></b> Writing Prompt
		<b><u>Text Types</u></b>
<b><u>Content Limits/Assessment Boundaries</u></b>  Narrative technique: any of the several specific methods the creator of a narrative uses to convey what they want.  <i>This standard can be assessed using the state and/or district scoring guide</i> <a href="https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-narrative-grade-3-8.pdf">https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-narrative-grade-3-8.pdf</a>		<b><u>Sample Stems</u></b>  <i>You read information about nearby park in your town. Think about what you would do there if you had the chance to go. Write a narrative essay about your visit there. Describe what you would see and do. Use details from the passage to help tell your story.</i>

## Grade 3 English Language Arts

Writing		3.W.2.C.c
<b>2</b> <b>C</b> <b>MLS</b> <b>C</b>	<b>Compose well-developed writing texts for audience and purpose.</b> <b>Narrative/Literary</b> Write fiction or non-fiction narratives and poems that: establish and organize an event sequence to establish a beginning/middle/end	
<b><u>Expectation Unwrapped</u></b>  The student will establish and organize an event sequence to establish (develop) a beginning in fiction or nonfiction narratives and poems appropriate for audience and purpose.  The student will establish and organize an event sequence to establish (develop) a middle in fiction or nonfiction narratives and poems appropriate for audience and purpose.  The student will establish and organize an event sequence to establish (develop) an end in fiction or nonfiction narratives and poems appropriate for audience and purpose.		<b><u>DOK Ceiling</u></b> 3
		<b><u>Item Format</u></b> Writing Prompt
		<b><u>Text Types</u></b>
<b><u>Content Limits/Assessment Boundaries</u></b>  <i>This standard can be assessed using the state and/or district scoring guide</i> <a href="https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-narrative-grade-3-8.pdf">https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-narrative-grade-3-8.pdf</a>		<b><u>Sample Stems</u></b>

## Grade 3 English Language Arts

Writing		3.W.2.C.d
<b>2 C MLS d</b>	<b>Compose well-developed writing texts for audience and purpose.</b> <b>Narrative/Literary</b> Write fiction or non-fiction narratives and poems that: use transition words and phrases to signal event order	
<b><u>Expectation Unwrapped</u></b>  The student will use transition words and phrases to signal event order in fiction or nonfiction narratives and poems appropriate for audience and purpose.		<b><u>DOK Ceiling</u></b> 3
		<b><u>Item Format</u></b> Writing Prompt
		<b><u>Text Types</u></b>
<b><u>Content Limits/Assessment Boundaries</u></b>  Transition words: e.g., before, later, after a while  <i>This standard can be assessed using the state and/or district scoring guide</i> <a href="https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-narrative-grade-3-8.pdf">https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-narrative-grade-3-8.pdf</a>		<b><u>Sample Stems</u></b>

## Grade 3 English Language Arts

Writing		3.W.2.C.e
<b>2 C MLS e</b>	<b>Compose well-developed writing texts for audience and purpose.</b> <b>Narrative/Literary</b> Write fiction or non-fiction narratives and poems that: use specific and relevant words that are related to the topic, audience, and purpose	
<b><u>Expectation Unwrapped</u></b>  The student will use specific and relevant words related to the topic in fiction or nonfiction narratives and poems.  The student will use specific and relevant words related to the audience in fiction or nonfiction narratives and poems.  The student will use specific and relevant words related to the purpose in fiction or nonfiction narratives and poems.		<b><u>DOK Ceiling</u></b> 3
		<b><u>Item Format</u></b> Writing Prompt
		<b><u>Text Types</u></b>
<b><u>Content Limits/Assessment Boundaries</u></b>  <i>This standard can be assessed using the state and/or district scoring guide</i> <a href="https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-narrative-grade-3-8.pdf">https://dese.mo.gov/sites/default/files/curr-ela-gl-asmt-scoring-guide-narrative-grade-3-8.pdf</a>		<b><u>Sample Stems</u></b>

## Grade 3 English Language Arts

Writing		3.W.3.A.a
<b>3 A MLS a</b>	<p><b>Gather, analyze, evaluate, and use information from a variety of sources.</b></p> <p><b>Research Process</b></p> <p>Apply research process to:</p> <p>generate a list of subject-appropriate topics</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will generate a list of subject-appropriate topics to research.</p>		<p><b><u>DOK Ceiling</u></b></p> <p>1</p>
		<p><b><u>Item Format</u></b></p> <p>Selected Response Technology Enhanced</p> <p><i>See Item Format in Introduction for item choices.</i></p>
		<p><b><u>Text Types</u></b></p>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <p>Locally assessed <i>Generate</i> is synonymous with <i>create</i> or <i>make</i>. Subject-appropriate topics: e.g., students brainstorm topics about Native Americans, presidents, solar system, weather</p>		<p><b><u>Sample Stems</u></b></p> <p>Sally is researching (ex. weather). Choose the appropriate topic for her writing.</p> <p>Look at the list of subjects/titles. Choose the appropriate topic for the research.</p>

## Grade 3 English Language Arts

Writing		3.W.3.A.b
<b>3 A MLS b</b>	<p>Gather, analyze, evaluate, and use information from a variety of sources.</p> <p><b>Research Process</b></p> <p>Apply research process to:</p> <p>create an individual question about a topic</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will create an individual question about a topic to research.</p>		<p><b><u>DOK Ceiling</u></b></p> <p>2</p>
		<p><b><u>Item Format</u></b></p> <p>Selected Response Technology Enhanced</p> <p><i>See Item Format in Introduction for item choices.</i></p>
		<p><b><u>Text Types</u></b></p>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <p>Instructional implication: Teach in conjunction with 3.W.3.A.c</p>		<p><b><u>Sample Stems</u></b></p> <p>Look at the list of topics the student has researched. Choose the appropriate question that could be answered using the research topics.</p>



## Grade 3 English Language Arts

Writing		3.W.3.A.c
<b>3</b> <b>A</b> <b>MLS</b> <b>C</b>	<b>Gather, analyze, evaluate, and use information from a variety of sources.</b> <b>Research Process</b> Apply research process to: decide what sources of information might be relevant to answer these questions	
<b><u>Expectation Unwrapped</u></b>  The student will decide (select, choose) what sources of information might be relevant to answer the research questions.		<b><u>DOK Ceiling</u></b> 2
		<b><u>Item Format</u></b> Selected Response Technology Enhanced  <i>See Item Format in Introduction for item choices.</i>
		<b><u>Text Types</u></b>
<b><u>Content Limits/Assessment Boundaries</u></b>  Instructional implication: Teach in conjunction with 3.W.3.A.b		<b><u>Sample Stems</u></b>  A student has created the question below. Choose the BEST one/two source(s) for the student to use when researching his/her topic.  _____ is doing research on _____. Choose the article that would be the BEST source of information to begin his/her research.

## Grade 3 English Language Arts

Writing		3.W.3.A.d
<b>3 A MLS d</b>	<b>Gather, analyze, evaluate, and use information from a variety of sources.</b> <b>Research Process</b> Apply research process to: locate information in reference texts, electronic resources, interviews, or visual sources and literary and informational texts	
<u><b>Expectation Unwrapped</b></u>  The student will locate information in reference texts.  The student will locate information in electronic resources.  The student will locate information in interviews.  The student will locate information in visual sources.  The student will locate information in literary and informational texts.		<u><b>DOK Ceiling</b></u> 2
		<u><b>Item Format</b></u> Selected Response Technology Enhanced  <i>See Item Format in Introduction for item choices.</i>
		<u><b>Text Types</b></u>
<u><b>Content Limits/Assessment Boundaries</b></u>  Visual sources: e.g., maps, timelines, graphs		<u><b>Sample Stems</b></u>  _____ is doing research on _____. Where in the article/website would _____ find research about _____?  The students are doing research about _____. What information can be gathered from the timeline?

## Grade 3 English Language Arts

Writing		3.W.3.A.e
<b>3 A MLS e</b>	<b>Gather, analyze, evaluate, and use information from a variety of sources.</b> <b>Research Process</b> Apply research process to: determine the accuracy and relevance of the information related to a selected question	
<b><u>Expectation Unwrapped</u></b>  The student will determine the accuracy of the information from a variety of sources related to a selected question.  The student will determine the relevance of the information from a variety of sources related to a selected question.		<b><u>DOK Ceiling</u></b> 2
		<b><u>Item Format</u></b> Selected Response Technology Enhanced  <i>See Item Format in Introduction for item choices.</i>
		<b><u>Text Types</u></b>
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b>  A student is doing research on __. Which source should she/he rely on for accurate information and why? (This could also be a two-part question.)

## Grade 3 English Language Arts

Writing		3.W.3.A.f
<b>3 A MLS f</b>	<b>Gather, analyze, evaluate, and use information from a variety of sources.</b> <b>Research Process</b> Apply research process to: take simple notes in own words and sort evidence into provided categories or organizer	
<u><b>Expectation Unwrapped</b></u>  The student will take simple notes in his/her own words from a variety of sources when researching.  The student will sort evidence from a variety of sources into provided categories or an organizer when researching.		<u><b>DOK Ceiling</b></u> 2
		<u><b>Item Format</b></u> Selected Response Technology Enhanced  <i>See Item Format in Introduction for item choices.</i>
		<u><b>Text Types</b></u>
<u><b>Content Limits/Assessment Boundaries</b></u>		<u><b>Sample Stems</b></u>  ____ created notes to organize her/his thoughts for a research paper on _____. Choose the two notes that BEST support the research.  Look at the notes _____ created on his/her research over _____. Drag-drop the notes into the appropriate category.  A student is doing a report on _____. Highlight the phrases she/he should write in her/his notes for the research. (partial alignment, technology enhanced)

## Grade 3 English Language Arts

Writing		3.W.3.A.g
<b>3</b> <b>A</b> <b>MLS</b> <b>g</b>	<p><b>Gather, analyze, evaluate, and use information from a variety of sources.</b></p> <p><b>Research Process</b></p> <p>Apply research process to:</p> <p>use quotation marks to denote direct quotations when recording specific words and sentences from a source</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will use quotation marks to denote direct quotations when recording specific words and sentences from a source.</p>		<p><b><u>DOK Ceiling</u></b></p> <p>1</p>
		<p><b><u>Item Format</u></b></p> <p>Selected Response Technology Enhanced</p> <p><i>See Item Format in Introduction for item choices.</i></p>
		<p><b><u>Text Types</u></b></p>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p>		<p><b><u>Sample Stems</u></b></p> <p>After research information about, Becky used direct quotations to show information she got from the article _____. Choose the sentence that uses quotations correctly.</p>

## Grade 3 English Language Arts

Writing		3.W.3.A.h
<b>3 A MLS h</b>	Gather, analyze, evaluate, and use information from a variety of sources. <b>Research Process</b> Apply research process to: create a resource page from notes	
<u><b>Expectation Unwrapped</b></u>  The student will create a resource page from notes from a variety of sources.		<u><b>DOK Ceiling</b></u> 1
		<u><b>Item Format</b></u>  <i>See Item Format in Introduction for item choices.</i>
		<u><b>Text Types</b></u>
<u><b>Content Limits/Assessment Boundaries</b></u>  Locally assessed		<u><b>Sample Stems</b></u>

## Grade 3 English Language Arts

Writing		3.W.3.A.i
<b>3 A MLS i</b>	<b>Gather, analyze, evaluate, and use information from a variety of sources.</b> <b>Research Process</b> Apply research process to: present and evaluate the information in a report or annotated display, using previously established teacher/student criteria	
<b><u>Expectation Unwrapped</u></b>  Using previously established teacher/student criteria, the student will present information from a variety of sources in a report or annotated display.  Using previously established teacher/student criteria, the student will evaluate the information from a variety of sources in a report or annotated display.		<b><u>DOK Ceiling</u></b> 3
		<b><u>Item Format</u></b> Performance Event  <i>See Item Format in Introduction for item choices.</i>
		<b><u>Text Types</u></b>
<b><u>Content Limits/Assessment Boundaries</u></b>  Locally assessed		<b><u>Sample Stems</u></b>

## Grade 3 English Language Arts

Language		3.L.1.A.a
<b>1 A MLS a</b>	<b>Communicate using conventions of English language.</b> <b>Grammar</b> In speech and written form, apply standard English grammar to: use regular and irregular verbs and simple verb tenses	
<u><b>Expectation Unwrapped</b></u>  The student will use regular verbs in speech and written form according to English language conventions.  The student will use irregular verbs in speech and written form according to English language conventions.  The student will use simple verb tenses in speech and written form according to English language conventions.		<u><b>DOK Ceiling</b></u> 1
		<u><b>Item Format</b></u> Selected Response Technology Enhanced  <i>See Item Format in Introduction for item choices.</i>
		<u><b>Text Types</b></u>
<u><b>Content Limits/Assessment Boundaries</b></u>  <i>Language items are best assessed by embedding into context.</i>		<u><b>Sample Stems</b></u>  Use the present tense form of the irregular verb to complete the sentence:  David _____ his homework. (do/does)  Use the past tense verb to complete the sentence: We _____ our neighbors over for dinner on Friday. (invite, invited)



## Grade 3 English Language Arts

Language		3.L.1.A.b
<b>1 A MLS b</b>	<b>Communicate using conventions of English language.</b> <b>Grammar</b> In speech and written form, apply standard English grammar to: use helping verbs with irregular verbs	
<u><b>Expectation Unwrapped</b></u>  The student will use helping verbs with irregular verbs in speech and written form according to English language conventions.		<u><b>DOK Ceiling</b></u> 1
		<u><b>Item Format</b></u> Selected Response Technology Enhanced  <i>See Item Format in Introduction for item choices.</i>
		<u><b>Text Types</b></u>
<u><b>Content Limits/Assessment Boundaries</b></u>  Helping verbs with irregular verbs: e.g., have eaten, have run, had spoken, has been  <i>Language items are best assessed embedded into context.</i>		<u><b>Sample Stems</b></u>  Complete the sentence using the correct verb tense: We _____ (have/had) taken all of our old toys to the resale shop. Sandy (has been/have been) the most helpful student in class.  Choose the option that completes the sentence: Mary _____ chocolate chip cookies many times. (has eaten, have eaten, eaten)

## Grade 3 English Language Arts

Language		3.L.1.A.c
<b>1</b> <b>A</b> <b>MLS</b> <b>C</b>	<b>Communicate using conventions of English language.</b> <b>Grammar</b> In speech and written form, apply standard English grammar to: use complete subject and complete predicate in a sentence	
<u><b>Expectation Unwrapped</b></u>  The student will use a complete subject in a sentence in speech and written form according to English language conventions.  The student will use a complete predicate in a sentence in speech and written form according to English language conventions.		<u><b>DOK Ceiling</b></u> 1
		<u><b>Item Format</b></u> Selected Response Technology Enhanced  <i>See Item Format in Introduction for item choices.</i>
		<u><b>Text Types</b></u>
<u><b>Content Limits/Assessment Boundaries</b></u>  <i>Language items are best assessed embedded into context.</i>		<u><b>Sample Stems</b></u>  Look at the underlined words in the sentence. Choose whether it is the complete predicate or complete subject. <u>My best friend</u> wants to hang out on Friday.  Choose the best complete predicate to complete the sentence. The yellow dog (ran across the road, and the fuzzy kitten, jumped over)  <i>Read the paragraph. Circle the complete sentences.</i>

## Grade 3 English Language Arts

Language		3.L.1.A.d
<b>1 A MLS d</b>	<b>Communicate using conventions of English language.</b> <b>Grammar</b> In speech and written form, apply standard English grammar to: use comparative, superlative, and demonstrative adjectives and adverbs	
<b><u>Expectation Unwrapped</u></b>  The student will use comparative adjectives and adverbs in speech and written form according to English language conventions.  The student will use superlative adjectives and adverbs in speech and written form according to English language conventions.  The student will use demonstrative adjectives in speech and written form according to English language conventions.		<b><u>DOK Ceiling</u></b> 1
		<b><u>Item Format</u></b> Selected Response Technology Enhanced <i>See Item Format in Introduction for item choices.</i>
		<b><u>Text Types</u></b>
<b><u>Content Limits/Assessment Boundaries</u></b>  Comparative: e.g., better, more fun Superlative: e.g., best, most fun Demonstrative: e.g., this, that, these, those  <i>Language items are best assessed embedded into context.</i>		<b><u>Sample Stems</u></b>  Choose the option that completes the sentence: Yesterday we had the <u>time</u> at the park. (most fun, funnest, funner)  <u>          </u> geese at the lake are not very friendly. (This, That, Those)  <i>Where is the best place to add the adverb in the sentence below?</i>

## Grade 3 English Language Arts

Language		3.L.1.A.e
<b>1 A MLS e</b>	<b>Communicate using conventions of English language.</b> <b>Grammar</b> In speech and written form, apply standard English grammar to: use subject/verb agreement in sentences	
<b><u>Expectation Unwrapped</u></b>  The student will use subject/verb agreement in sentences in speech and written form according to English language conventions.		<b><u>DOK Ceiling</u></b> 1
		<b><u>Item Format</u></b> Selected Response Technology Enhanced  <i>See Item Format in Introduction for item choices.</i>
		<b><u>Text Types</u></b>
<b><u>Content Limits/Assessment Boundaries</u></b>  Subject verb agreement: e.g., we eat, he eats  <i>Language items are best assessed embedded into context.</i>		<b><u>Sample Stems</u></b>  Read the sentences. Choose the sentence that is written correctly.  Choose the answer that completes the sentence below: They _____ a very large piece of cake and it made them sick. (eat, ate, eats) The boy _____ across the field kicking the soccer ball. (ran, run, runned)

## Grade 3 English Language Arts

Language		3.L.1.A.f
<b>1 A MLS f</b>	<b>Communicate using conventions of English language.</b> <b>Grammar</b> In speech and written form, apply standard English grammar to: produce simple and compound imperative, exclamatory, declarative, and interrogative sentences	
<b><u>Expectation Unwrapped</u></b>  The student will produce simple and compound imperative sentences in speech and written form according to English language conventions.  The student will produce simple and compound exclamatory sentences in speech and written form according to English language conventions.  The student will produce simple and compound declarative sentences in speech and written form according to English language conventions.  The student will produce simple and compound interrogative sentences in speech and written form according to English language conventions.		<b><u>DOK Ceiling</u></b> 1
		<b><u>Item Format</u></b> Selected Response Constructed Response  <i>See Item Format in Introduction for item choices.</i>
		<b><u>Text Types</u></b>
<b><u>Content Limits/Assessment Boundaries</u></b>  Imperative: e.g., Please shut the door. Exclamatory: e.g., The house is on fire!  <i>Language items are best assessed embedded into context.</i>		<b><u>Sample Stems</u></b>  <i>Select the punctuation that best completes the sentence. (sentence in paragraph)</i>

## Grade 3 English Language Arts

Language		3.L.1.A.g
<b>1</b> <b>A</b> <b>MLS</b> <b>g</b>	<b>Communicate using conventions of English language.</b> <b>Grammar</b> In speech and written form, apply standard English grammar to: use 1st-, 2nd-, and 3rd-person pronouns and their antecedents	
<b><u>Expectation Unwrapped</u></b>  The student will use first-person pronouns (self) and their antecedents in speech and written form according to English language conventions.  The student will use second-person pronouns (person spoken to) and their antecedents in speech and written form according to English language conventions.  The student will use third-person pronouns and their antecedents in speech and written form according to English language conventions. (Person spoken about. Can refer to people or things. Includes: he, him, himself, her, she, herself, it itself, they them.)		<b><u>DOK Ceiling</u></b> 1
		<b><u>Item Format</u></b> Selected Response Technology Enhanced  <i>See Item Format in Introduction for item choices.</i>
		<b><u>Text Types</u></b>
<b><u>Content Limits/Assessment Boundaries</u></b>  Pronoun/Antecedent: e.g., The student brought his book to class. I brought my book to class. Antecedent: a word or phrase replaced by a substitute  <i>Language items are best assessed embedded into context.</i>		<b><u>Sample Stems</u></b>  Replace the underlined noun with the correct pronoun.  Read the sentence below and choose (or use a drop down) the correct pronoun. <u>The bus driver</u> showed everyone the safe way to exit the bus. Then, ____ told them to practice. (he, they, them, you)

## Grade 3 English Language Arts

Language		3.L.1.B.a
<b>1</b> <b>B</b> <b>MLS</b> <b>a</b>	<p>Communicate using conventions of English language.</p> <p><b>Punctuation, Capitalization, Spelling</b></p> <p>In written text:</p> <p>write legibly (print, cursive)</p>	
<p><u><b>Expectation Unwrapped</b></u></p> <p>The student will write legibly (print, cursive).</p>		<p><u><b>DOK Ceiling</b></u></p> <p>1</p>
		<p><u><b>Item Format</b></u></p> <p>Performance Event</p>
		<p><u><b>Text Types</b></u></p>
<p><u><b>Content Limits/Assessment Boundaries</b></u></p> <p>Locally assessed</p> <p><i>Language items are best assessed embedded into context.</i></p>		<p><u><b>Sample Stems</b></u></p>

## Grade 3 English Language Arts

Language		3.L.1.B.b
<b>1 B MLS b</b>	<p><b>Communicate using conventions of English language.</b></p> <p><b>Punctuation, Capitalization, Spelling</b></p> <p>In written text:</p> <p>use an apostrophe to form possessives</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will use apostrophes to form possessives in written text according to English language conventions.</p>		<p><b><u>DOK Ceiling</u></b></p> <p>1</p>
		<p><b><u>Item Format</u></b></p> <p>Selected Response Technology Enhanced</p> <p><i>See Item Format in Introduction for item choices.</i></p>
		<p><b><u>Text Types</u></b></p>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <p><i>Language items are best assessed embedded into context.</i></p>		<p><b><u>Sample Stems</u></b></p> <p>The _____ recess was cut short due to rain. (class', classe's, class's)</p> <p>The ____ strap broke because it was old and worn out.(purse's, purses', purses)</p>



## Grade 3 English Language Arts

Language		3.L.1.B.c
<b>1</b> <b>B</b> <b>MLS</b> <b>C</b>	<p><b>Communicate using conventions of English language.</b></p> <p><b>Punctuation, Capitalization, Spelling</b></p> <p>In written text:</p> <p>demonstrate and use commas and quotation marks in dialogue</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will demonstrate and use commas in dialogue in written text according to English language conventions.</p> <p>The student will demonstrate and use quotation marks in dialogue in written text according to English language conventions.</p>		<p><b><u>DOK Ceiling</u></b></p> <p>1</p>
		<p><b><u>Item Format</u></b></p> <p>Selected Response Technology Enhanced</p> <p><i>See Item Format in Introduction for item choices.</i></p>
		<p><b><u>Text Types</u></b></p>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <p><i>Language items are best assessed embedded into context.</i></p>		<p><b><u>Sample Stems</u></b></p> <p><i>Read the sentences. Place the (commas, question marks, etc.) to punctuate the sentences correctly.</i></p> <p><i>This will only use one form of punctuation per item.</i></p>

## Grade 3 English Language Arts

Language		3.L.1.B.d
<b>1 B MLS d</b>	<p>Communicate using conventions of English language.</p> <p><b>Punctuation, Capitalization, Spelling</b></p> <p>In written text:</p> <p>capitalize dialogue correctly</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will capitalize dialogue correctly in written text according to English language conventions.</p>		<p><b><u>DOK Ceiling</u></b></p> <p>1</p>
		<p><b><u>Item Format</u></b></p> <p>Selected Response Technology Enhanced</p> <p><i>See Item Format in Introduction for item choices.</i></p>
		<p><b><u>Text Types</u></b></p>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <p><i>Language items are best assessed embedded into context.</i></p>		<p><b><u>Sample Stems</u></b></p> <p>Look at the sentence and determine the error Kerri made in her writing. Shelly asked, “would youlike to go with Mark and me to the park on Wednesday?”</p>

## Grade 3 English Language Arts

Language		3.L.1.B.e
<b>1 B MLS e</b>	<p><b>Communicate using conventions of English language.</b></p> <p><b>Punctuation, Capitalization, Spelling</b></p> <p>In written text:</p> <p>use commas for greeting and closing of a friendly letter</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will use commas for greetings of friendly letters according to English language conventions.</p> <p>The student will use commas for closings of friendly letters according to English language conventions.</p>		<p><b><u>DOK Ceiling</u></b></p> <p>1</p>
		<p><b><u>Item Format</u></b></p> <p>Selected Response Technology Enhanced</p> <p><i>See Item Format in Introduction for item choices.</i></p>
		<p><b><u>Text Types</u></b></p>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <p><i>Language items are best assessed embedded into context.</i></p>		<p><b><u>Sample Stems</u></b></p> <p>Look at the friendly letter. Correct the errors Marco made in his friendly letter. (2 errors) After reading the friendly letter, what could Marco have done to make his letter better? Marco needed a comma after the greeting. Marco needed a comma after the closing. Marco needed a comma after the greeting and the closing. Marco needed a comma after his name and the closing.</p>

## Grade 3 English Language Arts

Language		3.L.1.B.f
<b>1 B MLS f</b>	<p><b>Communicate using conventions of English language.</b></p> <p><b>Punctuation, Capitalization, Spelling</b></p> <p>In written text:</p> <p>capitalize names of places</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will capitalize names of places in written text according to English language conventions.</p>		<p><b><u>DOK Ceiling</u></b></p> <p>1</p>
		<p><b><u>Item Format</u></b></p> <p>Selected Response Technology Enhanced</p> <p><i>See Item Format in Introduction for item choices.</i></p>
		<p><b><u>Text Types</u></b></p>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <p>Names of places: e.g., states, cities, countries</p> <p><i>Language items are best assessed embedded into context.</i></p>		<p><b><u>Sample Stems</u></b></p> <p><i>Which underlined words need capital letters in the paragraph?</i></p> <p><i>Read the paragraph. Choose two words that should be capitalized.</i></p>

## Grade 3 English Language Arts

Language		3.L.1.B.g
<b>1 B MLS g</b>	<p><b>Communicate using conventions of English language.</b></p> <p><b>Punctuation, Capitalization, Spelling</b></p> <p>In written text:</p> <p>capitalize titles of books, stories, and songs</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will capitalize titles of books in written text according to English language conventions.</p> <p>The student will capitalize titles of stories in written text according to English language conventions.</p> <p>The student will capitalize titles of songs in written text according to English language conventions.</p>		<p><b><u>DOK Ceiling</u></b></p> <p>1</p>
		<p><b><u>Item Format</u></b></p> <p>Selected Response Technology Enhanced</p> <p><i>See Item Format in Introduction for item choices.</i></p>
		<p><b><u>Text Types</u></b></p>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <p><i>Language items are best assessed embedded into context.</i></p>		<p><b><u>Sample Stems</u></b></p> <p><i>Read the sentences below. Choose the capitalization errors in the _____ (book title, story, song, etc.)</i></p> <p><i>The students will read the wind in the willows.</i></p>

## Grade 3 English Language Arts

Language		3.L.1.B.h
<b>1 B MLS h</b>	<p><b>Communicate using conventions of English language.</b></p> <p><b>Punctuation, Capitalization, Spelling</b></p> <p>In written text:</p> <p>use spelling patterns and generalizations to spell compound words</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will use (apply) spelling patterns and generalizations (e.g., word families, ending rules, syllable patterns, meaningful word parts) to spell compound words in written text according to English language conventions.</p>		<p><b><u>DOK Ceiling</u></b></p> <p>1</p>
		<p><b><u>Item Format</u></b></p> <p>Selected Response Technology Enhanced</p> <p><i>See Item Format in Introduction for item choices.</i></p>
		<p><b><u>Text Types</u></b></p>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <p><i>Language items are best assessed embedded into context.</i></p>		<p><b><u>Sample Stems</u></b></p> <p>Choose the correct spelling for the combination below: cat + fish (cat fish, catfish, cattfish)</p>

## Grade 3 English Language Arts

Language		3.L.1.B.i
<b>1 B MLS i</b>	<p><b>Communicate using conventions of English language.</b></p> <p><b>Punctuation, Capitalization, Spelling</b></p> <p>In written text:</p> <p>spell words that double the consonant</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will spell words that double the consonant in written text according to English language conventions.</p>		<p><b><u>DOK Ceiling</u></b></p> <p>1</p>
		<p><b><u>Item Format</u></b></p> <p>Selected Response</p> <p>Technology Enhanced</p> <p><i>See Item Format in Introduction for item choices.</i></p>
		<p><b><u>Text Types</u></b></p>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <p><i>Language items are best assessed embedded into context.</i></p>		<p><b><u>Sample Stems</u></b></p> <p>Choose the word below to complete the sentence.</p> <p>If you're a _____, you might want to take the easier class. (beginner, beginner, begginer, beginneer)</p> <p>Our coach said we will be _____ at practice tomorrow. (runing, running, runiing)</p>

## Grade 3 English Language Arts

Language		3.L.1.B.j
<b>1</b> <b>B</b> <b>MLS</b> <b>j</b>	<p><b>Communicate using conventions of English language.</b></p> <p><b>Punctuation, Capitalization, Spelling</b></p> <p>In written text:</p> <p>spell plural words that change <i>y</i> to <i>ies</i></p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will spell plural words that change -y to -ies in written text according to English language conventions.</p>		<p><b><u>DOK Ceiling</u></b></p> <p>1</p>
		<p><b><u>Item Format</u></b></p> <p>Selected Response Technology Enhanced</p> <p><i>See Item Format in Introduction for item choices.</i></p>
		<p><b><u>Text Types</u></b></p>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <p><i>Language items are best assessed embedded into context.</i></p>		<p><b><u>Sample Stems</u></b></p> <p>Correct the words below by adding <u>-ies</u>. Complete the sentence with the correct word: All of the _____ in the nursery were crying because they were hungry. (babys, babies, babyies)</p>



## Grade 3 English Language Arts

Language		3.L.1.B.k
<b>1 B MLS k</b>	<p><b>Communicate using conventions of English language.</b></p> <p><b>Punctuation, Capitalization, Spelling</b></p> <p>In written text:</p> <p>consult reference materials to check and correct spellings</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will consult reference materials to check and correct spelling in written text.</p>		<p><b><u>DOK Ceiling</u></b></p> <p>1</p>
		<p><b><u>Item Format</u></b></p> <p>Performance Event</p> <p><i>See Item Format in Introduction for item choices.</i></p>
		<p><b><u>Text Types</u></b></p>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <p>Locally assessed</p> <p><i>Language items are best assessed embedded into context.</i></p>		<p><b><u>Sample Stems</u></b></p>

## Grade 3 English Language Arts

Language		3.L.1.B.I
<b>1 B MLS I</b>	<p>Communicate using conventions of English language.</p> <p><b>Punctuation, Capitalization, Spelling</b></p> <p>In written text:</p> <p>arrange words in alphabetical order to the third letter</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will arrange words in alphabetical order to the third letter.</p>		<p><b><u>DOK Ceiling</u></b></p> <p>1</p>
		<p><b><u>Item Format</u></b></p> <p>Selected Response Technology Enhanced</p> <p><i>See Item Format in Introduction for item choices.</i></p>
		<p><b><u>Text Types</u></b></p>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <p><i>Language items are best assessed embedded into context.</i></p>		<p><b><u>Sample Stems</u></b></p>

## Grade 3 English Language Arts

Speaking/Listening		3.SL.1.A.a
<b>1</b> <b>A</b> <b>MLS</b> <b>a</b>	<p><b>Listen for a purpose.</b></p> <p><b>Purpose</b></p> <p>Develop and apply effective listening skills and strategies in formal and informal settings by: following classroom listening rules</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will follow classroom listening rules in formal and informal settings.</p>		<p><b><u>DOK Ceiling</u></b></p> <p>1</p>
		<p><b><u>Item Format</u></b></p> <p>Performance Event</p>
		<p><b><u>Text Types</u></b></p>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <p>Locally assessed Listening rule: e.g., respect other speakers by not interrupting</p>		<p><b><u>Sample Stems</u></b></p>

## Grade 3 English Language Arts

Speaking/Listening		3.SL.1.A.b
<b>1 A MLS b</b>	<b>Listen for a purpose.</b> <b>Purpose</b> Develop and apply effective listening skills and strategies in formal and informal settings by: asking questions to check understanding of information presented, staying on topic, and linking comments to the remarks of others	
<b><u>Expectation Unwrapped</u></b>  The student will ask questions, in formal and informal settings, to check understanding of the information presented.  The student will ask questions, in formal and informal settings, that stay on topic.  The student will ask questions, in formal and informal settings, that link comments to the remarks of others.		<b><u>DOK Ceiling</u></b> 3
		<b><u>Item Format</u></b> Selected Response Technology Enhanced Performance Event
		<b><u>Text Types</u></b> Audio clip: may include, nonfiction, fables, poetry
<b><u>Content Limits/Assessment Boundaries</u></b>		<b><u>Sample Stems</u></b> Which question could listeners ask to help them understand about ____?  After listening to the audio clip, what is the best question to start the discussion about ____?  During classroom discussion, a question was asked that got the class off topic. Which question would it be?  What would be the best question to ask to further the conversation about ____?  Carrie said ____ about _____. Which question would be the best question to connect to Carrie's statement?

## Grade 3 English Language Arts

Speaking/Listening		3.SL.1.A.c
<b>1</b> <b>A</b> <b>MLS</b> <b>C</b>	<p><b>Listen for a purpose.</b></p> <p><b>Purpose</b></p> <p>Develop and apply effective listening skills and strategies in formal and informal settings by: following three-step instructions, according to classroom expectations</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will follow three-step instructions, according to classroom expectations, in formal and informal settings.</p>		<p><b><u>DOK Ceiling</u></b></p> <p>2</p>
		<p><b><u>Item Format</u></b></p> <p>Selected Response Technology Enhanced Performance Event</p>
		<p><b><u>Text Types</u></b></p>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <p>Locally assessed</p>		<p><b><u>Sample Stems</u></b></p>

## Grade 3 English Language Arts

Speaking/Listening		3.SL.2.A.a
<b>2</b> <b>A</b> <b>MLS</b> <b>a</b>	<p><b>Listen for entertainment.</b></p> <p><b>Entertainment</b></p> <p>Develop and apply effective listening skills and strategies in formal and informal settings by:</p> <p>demonstrating active listening through body language and eye contact with the speaker, according to classroom expectations</p>	
<p><b><u>Expectation Unwrapped</u></b></p> <p>The student will demonstrate active listening for entertainment through body language, according to classroom expectations, in formal and informal settings.</p> <p>The student will demonstrate active listening for entertainment through eye contact with the speaker, according to classroom expectations, in formal and informal settings.</p>		<p><b><u>DOK Ceiling</u></b></p> <p>1</p>
		<p><b><u>Item Format</u></b></p> <p>Performance Event</p>
		<p><b><u>Text Types</u></b></p>
<p><b><u>Content Limits/Assessment Boundaries</u></b></p> <p>Locally assessed</p>		<p><b><u>Sample Stems</u></b></p>

## Grade 3 English Language Arts

Speaking/Listening		3.SL.3.A.a
<b>3</b> <b>A</b> <b>MLS</b> <b>a</b>	<b>Speak effectively in collaborative discussions.</b> <b>Collaborative Discussions</b> Speak clearly and to the point, using conventions of language when presenting individually or with a group by: coming to discussions prepared, having read or studied required material; explicitly drawing on that preparation and other information known about the topic to explore ideas under discussion	
<b><u>Expectation Unwrapped</u></b>  The student will come to discussion prepared, having read or studied required material, in order to speak clearly and to the point, using conventions of language when presenting individually or with a group.  The student will explicitly draw on preparation and other information known (background knowledge) about a topic to explore ideas under discussion while speaking clearly and to the point, using conventions of language when presenting individually or with a group.		<b><u>DOK Ceiling</u></b> 2
		<b><u>Item Format</u></b> Performance Event
		<b><u>Text Types</u></b>
<b><u>Content Limits/Assessment Boundaries</u></b>  Locally assessed		<b><u>Sample Stems</u></b>

## Grade 3 English Language Arts

Speaking/Listening		3.SL.3.A.b
<b>3</b> <b>A</b> <b>MLS</b> <b>b</b>	<b>Speak effectively in collaborative discussions.</b> <b>Collaborative Discussions</b> Speak clearly and to the point, using conventions of language when presenting individually or with a group by: responding appropriately to discussion in a variety of settings, according to classroom expectations	
<u><b>Expectation Unwrapped</b></u>  The student will respond appropriately to discussion in a variety of settings, according to classroom expectations, by speaking clearly and to the point, using conventions of language.		<u><b>DOK Ceiling</b></u> 2
		<u><b>Item Format</b></u> Performance Event
		<u><b>Text Types</b></u>
<u><b>Content Limits/Assessment Boundaries</b></u>  Locally assessed		<u><b>Sample Stems</b></u>



## Grade 3 English Language Arts

Speaking/Listening		3.SL.3.A.c
<b>3</b> <b>A</b> <b>MLS</b> <b>C</b>	<b>Speak effectively in collaborative discussions.</b> <b>Collaborative Discussions</b> Speak clearly and to the point, using conventions of language when presenting individually or with a group by: expressing opinions of read-alouds and independent reading topics	
<u><b>Expectation Unwrapped</b></u>  The student will express opinions of read-alouds and independent reading topics by speaking clearly and to the point, using conventions of language, in collaborative discussions.		<u><b>DOK Ceiling</b></u> 2
		<u><b>Item Format</b></u> Performance Event
		<u><b>Text Types</b></u>
<u><b>Content Limits/Assessment Boundaries</b></u>  Locally assessed		<u><b>Sample Stems</b></u>

## Grade 3 English Language Arts

Speaking/Listening		3.SL.4.A.a
<b>4</b> <b>A</b> <b>MLS</b> <b>a</b>	<b>Speak effectively when presenting.</b> <b>Presenting</b> Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by: using presentation skills and/or appropriate technology	
<u><b>Expectation Unwrapped</b></u>  The student will use presentation skills and/or appropriate technology individually or with a group by speaking clearly, audibly, and to the point, using conventions of language.		<u><b>DOK Ceiling</b></u> 2
		<u><b>Item Format</b></u> Performance Event
		<u><b>Text Types</b></u>
<u><b>Content Limits/Assessment Boundaries</b></u>  Locally assessed Presentation skills: e.g., eye contact, volume, speaking with expression and fluency		<u><b>Sample Stems</b></u>

## Grade 3 English Language Arts

Speaking/Listening		3.SL.4.A.b
<b>4</b> <b>A</b> <b>MLS</b> <b>b</b>	<b>Speak effectively when presenting.</b> <b>Presenting</b> Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by: presenting information with clear ideas and details while speaking clearly at an understandable pace	
<p style="text-align: center;"><b><u>Expectation Unwrapped</u></b></p> <p>The student will present information with clear ideas and details individually or with a group by speaking clearly, audibly, and to the point, using conventions of language.</p> <p>The student will speak clearly at an understandable pace by speaking audibly and to the point and using conventions of language.</p>		<p style="text-align: center;"><b><u>DOK Ceiling</u></b></p> <p style="text-align: center;">2</p>
		<p style="text-align: center;"><b><u>Item Format</u></b></p> <p>Performance Event</p>
		<p style="text-align: center;"><b><u>Text Types</u></b></p>
<p style="text-align: center;"><b><u>Content Limits/Assessment Boundaries</u></b></p> <p>Locally assessed</p>		<p style="text-align: center;"><b><u>Sample Stems</u></b></p>

## Grade 3 English Language Arts

Speaking/Listening		3.SL.4.A.c
<b>4</b> <b>A</b> <b>MLS</b> <b>C</b>	<b>Speak effectively when presenting.</b> <b>Presenting</b> Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by: giving an informal presentation using a variety of media	
<u><b>Expectation Unwrapped</b></u>  The student will give an informal presentation, using a variety of media, individually or with a group by speaking clearly, audibly, and to the point, using conventions of language.		<u><b>DOK Ceiling</b></u> 3
		<u><b>Item Format</b></u> Performance Event
		<u><b>Text Types</b></u>
<u><b>Content Limits/Assessment Boundaries</b></u>  Locally assessed		<u><b>Sample Stems</b></u>

## Grade 3 English Language Arts

Speaking/Listening		3.SL.4.A.d
<b>4</b> <b>A</b> <b>MLS</b> <b>d</b>	<b>Speak effectively when presenting.</b> <b>Presenting</b> Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by: choosing words and phrases for effect (adjectives, action verbs, figurative language)	
<u><b>Expectation Unwrapped</b></u>  The student will choose words and phrases for effect (adjectives, action verbs, figurative language) that speak to the point when presenting individually or with a group.		<u><b>DOK Ceiling</b></u> 2
		<u><b>Item Format</b></u> Performance Event
		<u><b>Text Types</b></u>
<u><b>Content Limits/Assessment Boundaries</b></u>  Locally assessed		<u><b>Sample Stems</b></u>

## Grade 3 English Language Arts

Speaking/Listening		3.SL.4.A.e
<b>4</b> <b>A</b> <b>MLS</b> <b>e</b>	<b>Speak effectively when presenting.</b> <b>Presenting</b> Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by: using academic language and conventions	
<u><b>Expectation Unwrapped</b></u>  The student will use (apply) academic language and conventions that speak to the point when presenting individually or with a group.		<u><b>DOK Ceiling</b></u> 2
		<u><b>Item Format</b></u> Performance Event
		<u><b>Text Types</b></u>
<u><b>Content Limits/Assessment Boundaries</b></u>  Locally assessed		<u><b>Sample Stems</b></u>